

Pre-College English for Tibetan Speakers

མཐོ་རྒྱལ་སྐད་ཀྱི་ཡིག་རྒྱལ་གཞི་རྩ་གནད།

高原英语：高考知识点

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Unit 1: Describing Ourselves

Vocabulary 1: Personality and behavior

What is personality? Personality is _____.

Write a few words below that describe your personality.
Then, compare with your friends.

You: _____ Your friend: _____



What is behavior? Behavior is _____.

Write a few words below that describe your behavior now and when you were a child. How have you changed?

Now: _____ Child: _____



What is judgment? How do we judge people when we first see/meet them?

Famous personalities: for each of the adjectives below, think of a famous person (living now or in history) or a person you know whose personality the word describes. Then, write a sentence about them using the vocabulary word.

Ambitious - Napoleon (拿破仑 རྒྱ་པོ་ལེན) was very ambitious – he wanted to be king of Europe!

Sensible - _____

Patient - _____

Impatient - _____

Supportive - _____

Unreliable - _____

Considerate - _____

Practical - _____

Idealistic - _____

Generous - _____

Stingy - _____

Egotistical - _____

Modest - _____

Energetic - _____

Enthusiastic - _____
 Curious - _____
 Brave - _____
 Cowardly - _____
 Creative, original - _____
☐ NB: original has two meanings; the other is 原来 ཆེས་ཐོག་མ།
 Independent - _____
 Intelligent - _____
 Resourceful - _____

Reading: On the Way to Zekog

Last Saturday, Tsering went to Zekog to meet an old middle school friend. Because he hadn't seen his friend in over a year, he was very excited and enthusiastic. He couldn't wait to get there, so he decided to take a car instead of the bus – as the car would get him there faster. But in the end, this car, which he had thought was the sensible choice, didn't get him to Zekog very quickly at all.

The driver was a young man, who at first seemed nice enough. He was very curious, asking lots of questions about what Tsering did and where he was from. Tsering asked him several questions about his life, and soon saw that the driver was very ambitious – he planned to start several different businesses and companies so he could become rich. He wanted to start them by himself, he said, as he'd always been independent from others and hated having to depend on others for help. He was clearly very intelligent and able to make these businesses successful by himself.

But Tsering also thought he seemed a bit egotistical; he talked constantly (一直 ཉག་བྱ།) about his money, the things he owned, his wife, his appearance, as well as everything he would soon have once he earned enough money. As he talked, the other passengers in the car became more and more distrusting. "This man is too proud," said the man sitting next to Tsering. "I don't trust people like him – they're too unreliable. You never know what they'll do."

The driver started driving so fast that Tsering could barely see the trees outside the window. "Please slow down!" said Tsering. "I've been in many car accidents, and I'd rather go more slowly."

"Don't be so cowardly," said the driver. "Brave men aren't scared to drive fast."

"And you should be more kind and considerate to your passengers," said another passenger to the driver. "I know you're confident that you can drive both fast and safely, but what about the other cars and drivers on the road? They may not be as skilled."

That made him angry. "You should trust me to get you to Zekog safely. Stop worrying and just let me drive."

That quickly stopped the conversation. That is, until the driver turned the car off the main road and started driving up a narrow dirt trail.

"Where are you taking us?" the passenger next to Tsering asked.

"Be patient," said the driver. "I have to pick something up from a house up here."

By the time the car had gone 45 minutes up the dirt road, the passengers were starting to get really impatient – and suspicious (多疑的 རྒྱུ་མཐུད་པའི་ཕྱིན་པ།). Tsering and his fellow passengers had asked the driver to take them to Zekog; instead, he was taking them far up a dirt road into the countryside. “This is crazy,” Tsering said quietly.

The car soon stopped in front of a small courtyard house in the middle of barley fields. There were no other houses around.

“Get out of the car,” the driver said. “Why?” Tsering asked. And that was when they saw the knife.

“What are you doing?” Tsering asked him. “I’m going to hold you all here until your friends and families pay a ransom (贖金 རྒྱུ་མཐུད་པ།)” he said. “I told you all about how I wanted to make money quickly: well, I’m a creative, original guy. When I saw you coming into the car, I thought that perhaps you came from rich families. That gave me an idea: how better to make money quickly than to simply steal it from you and your families?”

“But we already gave you forty yuan each for the ride!” another passenger said. “Isn’t that generous enough?”

“Don’t be stingy with me,” the driver replied. “I want your money. And I’m going to get it. I’m not doing this alone – I have other friends here to help me.”

With that, six big men came out of the house nearby. Tsering quickly started to think: how could they all escape? It wasn’t practical to simply run, as two of his fellow passengers were old men who didn’t look energetic enough to get away from the captors (劫持者 འཛིན་བཟུང་བྱེད་མཁན།). Tsering quickly looked around...and saw several horses grazing behind them. He whispered his plan to Lhamo, the passenger standing next to him.

“I think that plan is pretty idealistic” said Lhamo. “I don’t know it will work in the real world. It sounds like something from a movie. But we don’t have many choices. So I’m supportive – I will help you. Let’s do it.”

With that, Tsering and Lhamo ran to the horses and jumped on their backs. They drove the horses towards the captors, who quickly scattered, running away in fear. Tsering and Lhamo gathered up the other two passengers and quickly rode the horses down the road. The men who had tried to kidnap (绑架 བཙན་བཟུང་བྱེད་པ།) them were shouting and throwing rocks, but soon Tsering and the others were too far away for their captors to reach them.

The four escaping passengers finally arrived at the main road and found a bus to Zekog. The two older men thanked Tsering and Lhamo again and again. “You were both so resourceful,” they said. “If you hadn’t gotten those horses, I don’t know what we would have done.”

“It was nothing,” Tsering said modestly. “We just did what we needed to.”

Four hours later he was in Zekog. The whole trip had taken nearly eight hours from Rebgong. “If only I had taken the bus,” he thought to himself sadly.

Reading Comprehension Questions

1. What did Tsering do last weekend? How was he feeling about it at the beginning?

2. Why did Tsering choose to take a car rather than a bus?

3. Describe the driver's personality (2-3 sentences).

4. How did the passengers feel about the driver's driving?

5. Where did the driver take the passengers?

6. How did the passengers feel as they went up the dirt road?

7. What happened at the end of the dirt road?

8. What did the driver want from the passengers?

9. What did Lhamo think about escaping?

10. How did Tsering escape? Describe his plan.

11. What did the other passengers praise (夸奖 གཞེངས་བསྟོད) Tsering and Lhamo?

12. How did they get to Zekog in the end? How long did it take?

13. How would you describe Tsering's personality?

14. What would you have done in this situation?

Grammar: Review of simple/continuous verb forms

- ☐ I eat yogurt every day.
- ☐ I am eating yogurt now.



How are these sentences different?

The first sentence is in the _____ tense, while the second is in the _____ tense. The continuous tenses describe something that is happening (and not finished) at one time (the "NOW"). For example, the simple past and past continuous:

- ☐ I ate yogurt yesterday.
- ☐ I was eating yogurt yesterday evening when you called me on the phone.

And the _____ and _____ tenses.

- ☐ I will eat yogurt tomorrow/I am going to eat yogurt tomorrow.
- ☐ I will be eating yogurt for dinner tomorrow/I am going to be eating yogurt for breakfast tomorrow.

Simple present 一般现在时 སླིབ་བཟང་ད་ལྟ་བཤ།	Actions/situations not connected to time, such as repeated or usual action (+ every day, usually, never, always, etc.) or facts. 表示总是，通常，习惯性，存在的事件或情况；它们现存在、过去存在、将来也存在 (+ every day/usually/never/always/etc.). སླིབ་བཟང་ད་ལྟ་བཤ་གི་གོམས་གཤེས་རང་བཞིན་དུ་གུར་བཞིན་པ་སྟེ། དཔེར་ན། འདས་པའི་དུས་སུ་བསྐྱབས་པ་དང་ད་ལྟ་ཡང་སྐྱབ་བཞིན་པ་མ་འོངས་ཡང་སྐྱབ་ཆུ་ཡིན་པ་སྟོན་པ་ཡིན།
Present Continuous (Progressive) 现在进行时 ད་ལྟ་བྱེད་བཞིན་པ།	Something that is happening now or in a longer, extended now (this month, this week, this year) 表示现在正在进行（而可能会进行下去）的事件。 ད་ལྟ་བྱེད་བཞིན་པ་གི་ད་ལྟ་དངོས་སུ་བྱེད་བྱིན་པ་སྟོན་པ་དང་ད་དུང་དུས་ཡུན་རིང་བོའི་ནང་བྱེད་ཆུ་ཡིན་པ།
Simple past 一般过去时 སླིབ་བཟང་གི་འདས་པ།	Something that happened in the past and is now finished (+ in/on/at [time], ago) 表示过某个特定时间发生的事件，开始于过并且结束与过去。 (+ in/on/at [time], ago) འདས་པའི་དུས་ཚོད་ངེས་ཅན་ཞིག་གི་ནང་དུ་བྱུང་བཞིན་པ་དང་། ད་ལྟ་དངོས་སུ་བསྐྱབས་བཞིན་པར་སྟོན་པ།
Past Continuous (Progressive) 过去进行时 འདས་པའི་བྱེད་བཞིན་པ།	Something that was happening continuously at one specific time in the past (the “now” of the past; 当时). Often used with the simple past for something that was interrupted (stopped) by another time/action. 表示在过去某一特定时间正在进行的事件。平常跟一般过去时同一个句子用的，表示在过去突然停的进行事件。 འདས་པའི་དུས་ཚོད་ངེས་ཅན་ཞིག་གི་ནང་དུ་བྱེད་བཞིན་པའི་དོན་དག་ཞིག་སྟོན་པ།
Simple future 一般将来时 སླིབ་བཟང་གི་མ་འོངས་པ།	Something that will happen at a time in the future. Use “will” or “be going to”. 表示将发生在将来的某个特定时间的事件。 མ་འོངས་པའི་དུས་ཚོད་ངེས་ཅན་ཞིག་གི་ནང་དུ་འབྱུང་ཆུ་འོན་ཀྱང་།
Future continuous (progressive) 将来进行时 མ་འོངས་པ་བྱེད་བཞིན་པ།	Something that will be happening continuously at one specific time in the future. 表示在将来某个特定时间正在进行，而且可能会继续的事件。 མ་འོངས་པའི་དུས་ཚོད་ངེས་ཅན་ཞིག་གི་ནང་དུ་བྱེད་བཞིན་པ་མ་ཟད། མཐུན་དུ་བྱ་ཆུ་ཡིན་པའི་བྱ་བ་སྟོན་པ།

We use the simple present to describe _____.

We use the present continuous to describe _____.

We use the simple past to describe _____.

We use the past continuous to describe _____.

We use the future simple to describe _____.

We use the future continuous to describe _____.

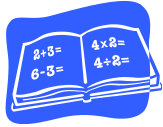
Exercise 1: Complete the conversations following the example below (speaking)

A: Are you still eating yogurt? You were eating yogurt when I saw you an hour ago!

B: I eat yogurt every day. It's so healthy!

A: But maybe you are eating too much yogurt. You should eat some bread instead.

B: Maybe...but I really like to eat yogurt. Thanks for the suggestion, though!



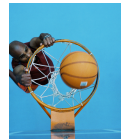
1. Tashi, do math homework, good for his grades, watch some TV



5. Sarah and Amber, exercise, good for their health, relax at home



2. Jeremy and Susan, watch TV, fun, play outside



6. You, play basketball, fun, do the homework



3. You, drink beer, delicious, drink some water



7. You, study for the test, important, sleep



4. Tsering, smoke, relaxing, quit



8. _____

Exercise 2: Complete the following questions using the simple present, present continuous, simple past or past continuous

Example: You / eat / yogurt / yesterday? Did you eat yogurt yesterday ?

Yes, I did, and it was delicious!

1. she / speak / French ? _____ ?

Yes, but only when she is in French class.

2. she / speak / French / now ? _____ ?

Yes, she is – but I can't understand it!

3. what / you / study / at university? _____ ?

Right now, I'm studying philosophy.

4. what / you / study / at university / right now ? _____ ?

I studied philosophy for the first two years, but now I'm studying math.

5. what / you / eat / when / I / call / you / last night? _____ ?

I was eating a hamburger.

6. what / you / eat / last night? _____ ?

I ate some noodles.

7. what time / train / arrive? _____ ?

Usually it gets here around 5:30.

8. what time / train / arrive? _____ ?

At 5:30 tonight.

9. what / you / do / when / I / see / you / on the street / yesterday?

?

I was shopping for vegetables.

10. how / you / feel / today?

?

I'm all right, thanks.

Exercise 3: Make your own sentences from the verbs below.

1. eat (simple past) _____.

2. travel (simple future) _____.

3. sleep (past continuous) _____.

4. study (future continuous) _____.

5. like (simple present) _____.

6. run (present continuous) _____.

7. take (simple future) _____.

8. snow (future continuous) _____.

Exercise 4: Complete the conversations by following the example below (speaking).

A: Hi Tashi, this is Tsering. Do you have any time to talk right now?

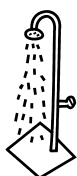
B: I'm sorry; I am driving right now, so I can't talk. Can I call you back later?

A: That sounds fine...how much longer will you be driving?

B: I will be driving for another fifteen minutes.

A: OK – I'll call you in fifteen minutes.

B: Thanks! Goodbye!



1. Samir, take a shower, two hours



2. Lhamo, play basketball, thirty minutes



3. Isaac, work at a restaurant, five hours



4. Judy, travel to America, three weeks



5. Jackson, dance, two hours



6. Kate, eat hotpot, four hours



7. Max, ride my motorcycle, fifty minutes



8. _____

Exercise 5: Use the simple or continuous (past, present or future) forms of the verbs given to complete the sentences below.

1. Though Tashi _____ (be) usually a very sensible person, yesterday he _____ (decide) to run away from home and get married to his girlfriend.
2. This morning, as I _____ (wait) for the bus, a man _____ (walk) up to me and _____ (try) to steal my wallet!
3. Congratulations on your new baby – I know he _____ (grow up) to become an intelligent, brave, confident and considerate young man!
4. Lhamo _____ (live) in Xining, but she _____ (work) in Huzhu.
5. Though I _____ (study) English very hard last year, I _____ (not do) well on the final exam.
6. Next year Caroline _____ (learn) how to speak Tibetan.
7. You _____ (seem) sad yesterday afternoon. _____ (you think) about your boyfriend?
8. If you try to visit me tomorrow afternoon, I _____ (be) busy. I _____ (walk) the monastery kora with my parents.
9. Last Saturday, I _____ (have) a picnic with friends when it _____ (start) to rain.
10. I almost always _____ (eat) a piece of bread before school, but today I had no time, so I _____ (not eat) anything.
11. Next year, Xander _____ (work) as a teacher in Labrang.
12. I _____ (feel) energetic today – let's go climb Mount Taklung!
13. Rose _____ (watch) TV when suddenly a lightning bolt (闪电 ལྷོག་འཁྲུག) _____ (hit) her house and everything went dark.
14. Next Tuesday, she _____ (go) to Xining to buy more books for the library.
15. Today I _____ (ride) my motorcycle to Dobden. It was beautiful!



Grammar: Phrasal Verbs Introduction

- ☐ That story is too ridiculous to be true – I think you made it up.
 - Make up = say something not true, pretend 编造, 假装 ལྷོག་གསལ་བ། བཅོས་མ།
- ☐ Though they were very tired, the runners didn't give up.
 - Give up = stop trying 放弃 རྒྱུང་བ།
- ☐ It was raining, so we put off the picnic until next week.
 - Put off = do something later 推迟 རྒྱ་བཞོལ་བྱེད་བ།
- ☐ Make sure you bring that camera back tomorrow!
 - Bring back = return 退还 རྒྱུང་ལྷོང་བ། རྒྱུང་སྤྱོད་བ།

Phrasal verbs are two (or three) word verbs. རྒྱུང་ལྷོང་གསལ་ནི་མིང་བར་གཉིས་སམ་ཡང་ན་

གསུམ་ལས་སྒྲུབ། These verbs have two parts: a verb and one (or two) prepositions (in, on, up, down, over, etc.). These verbs are the most common verbs in spoken English. Many of these verbs you already know: བྱ་ཚིག་འདི་དག་ལ་རིགས་གཉིས་ཡོད་དེ། བྱ་ཚིག་གཅིག་དང་ཚིག་ཕྱད་གཅིག་གསལ་ཡང་ན་གཉིས་ཡོད། in, up, down, over སྐད་ཀྱི་བྱ་ཚིག་འདི་དག་དབྱེན་སྐད་བཤད་སྐབས་སུ་ཉ་ཅང་རྒྱན་ཐུན་དུ་བེད་སྤྱོད་བྱེད་པ་ཞིག་རེད། འདི་དག་ལས་མང་ཆེ་ཤོས་བྱེད་ཀྱིས་ཤེས་ཟིན་པ་རེད།

- ☐ I turned off the lights when I left class.
 - Turn off = _____.
- ☐ I turned the computer on when I went into the library this morning.
 - Turn on = _____.
- ☐ I woke up early this morning so I could finish my work.
 - Wake up = _____.
- ☐ I wrote the new words down in my notebook.
 - Write down = _____.

There are two kinds of phrasal verbs ཚིག་ཚོགས་ལ་རིགས་གཉིས་ཡོད་པ། – separable (which can be separated, such as “make up” or “turn off”) and inseparable (which cannot be separated, such as “get on” or “put up with”). There are also intransitive verbs which take no _____. འོགས་སུ་དབྱེ་རུང་བ་ ཁྱེད་ཀྱི་འཕྲུལ་རུང་བ་སྟེ། དཔེར་ན། make up དང་ turn off གྱི་དང་ འོགས་སུ་དབྱེ་མི་རུང་བ་ ཁྱེད་ཀྱི་འཕྲུལ་མི་རུང་བ་སྟེ། དཔེར་ན། get on དང་ put up with གྱི་དེ་ན་ད་དུང་བྱེད་མེད་ལས་ཚིག་བཞོལ་བ་ཡིན།

Separable

- ☐ I made up the story. [v + prep + NOUN (object)]
- ☐ I made the story up. [v + NOUN (object) + prep]
- ☐ I made it up. [v + PRONOUN (object) + prep] (“it” = _____.)
- ☐ I put on my jacket.
- ☐ I put my jacket on. I put it on. (“it” = _____.)

Inseparable

- ☐ I ran into Bob. [v + prep + NOUN (object)]
- ☐ I ran into him. [v + prep + PRONOUN (object)] (“him” = _____.)

There is no rule which divides these two groups of phrasal verbs – you must memorize which verbs are separable or inseparable! 这两种短语动词的区别没有生么规则，需要记住那些是可以分开的、不能分开的。 ཚིག་ཚོགས་རིགས་འདི་གཉིས་ཀྱི་བྱེད་པར་ལ་སྒྲིག་གཞི་དེས་ཅན་ཞིག་མེད་ལ། ཡིད་འཛིན་བྱ་དགོས་པ་ནི་གང་དག་སྐྱོར་འབྱེད་ཐུབ་པ་དང་གང་དག་སྐྱོར་མེད་ཐུབ་པ་དེ་ཡིན།

Phrasal Verbs 1: Separable

If phrasal verbs are separable, the verb and the preposition can be _____.

Verb	Meaning	Example
Figure out	Find the solution	I figured out the answer to the problem.
Hand in	Give papers, tests, or homework to a teacher	We handed the test in to the teacher.
Hand out	To give papers to everyone one at a time	The teacher handed out our homework for tomorrow.
Look up	To find information in a dictionary/book	I didn't know the word, so I looked it up in the dictionary.
Make up	To create or invent (a story)	I made up a scary story to tell my cousin.
Pick up	1. To lift something 2. to receive someone who is arriving	1. I picked up the heavy package. 2. I picked up my friend from the airport.
Put on	1. To place clothes on your body 2. to present (a play or performance)	I put my jacket on before going out. The school put on a singing and dancing performance.
Put down	1. To put something on a surface 2. To say something bad about someone	1. I was tired of carrying the box, so I put it down. 2. Don't put Alex down. We should be friendly to all of our classmates.
Put off	To do something later, postpone	We put off doing our homework because we wanted to watch TV.
Take off	To remove clothes	I took off my jacket after I came inside.
Throw away, throw out	To put (something) in the trash	He threw the empty bottle away. He threw out the old papers.
Turn on	Start a machine/light	He turned on the light when he came into class.
Turn off	Stop a machine/light	He turned off the computer before he left the library
Wake up	Stop sleeping	He woke up early this morning
Write down	Write something on a piece of paper	He wrote down my phone number in his notebook.

Exercise 1: Complete the sentences with the phrasal verbs listed above

1. Before I went outside, I _____ my jacket.

2. When I came back in, I _____ my jacket

3. Jerome _____ the heavy box of oranges and



- carried it home. When he arrived home, he _____ it _____ and relaxed.
4. I _____ Tashi _____ at the Xining airport yesterday evening.
5. The students _____ their homework _____ to the teacher.
6. The teacher _____ a test _____ to the students.
7. Amber _____ very early this morning.
8. I couldn't _____ the answer to the math problem, so I _____ it _____ in my notebook so I could _____ it _____ on the internet later.
9. When asked why he was late to class, Sam _____ a crazy story.
10. The school was going to _____ an outdoor singing performance today, but because the weather was so bad the headmaster decided to _____ it _____ until next week.
11. You don't need those old papers anymore – you should just _____ them all _____.
12. Don't _____ the lights – I'm still working in here!

Exercise 2: Ask questions to your friends to find out who did the things in the boxes below yesterday. Then, write your friend's name in the box to mark what they did

A: Did you hand in your homework yesterday?

B: Yes, I did. Yesterday, I handed in my homework to the teacher / No, I didn't

Figure out	Throw out	Write down	Pick up
Hand in	Turn off	Put off	Throw away
Look up	Take off	Pick up (meaning 2)	Put on
Turn on	Put down	Make up	Hand out

Exercise 3: Complete the sentences with the pronouns (it, them, her, etc.) and prepositions (on, off, in, etc.)

1. A: Did you decide to postpone your trip to Lhasa?

B: Yes, we decided to put _____.

2. A: What is the meaning of this word?

B: I don't know; you should look _____ in the dictionary.

3. A: Is Max really still sleeping?

B: Yeah, and we should wake _____ - he has class in 15 minutes!



4. A: Do you want to keep these old clothes? I don't think they fit you anymore.
B: No – you can throw _____.
5. A: Do you know when Jack arrives at the airport?
B: He'll be there in 20 minutes – let's leave now if we want to pick _____.
6. A: When does the teacher want our homework?
B: He wants us to hand _____ tomorrow morning.
7. A: This jacket is too hot – I'm going to take _____.
8. A: Do you really have a girlfriend?
B: No, I don't – I just made _____.
9. A: I have a meeting next Tuesday afternoon with the Rebgong Yogurt Company.
B: You should write _____ so you don't forget.
10. A: Have you solved these problems yet?
B: No, I can't figure _____.
11. A: This box is really heavy. I need to put _____ and rest a minute.
B: Don't worry – I'll pick _____ and carry it the rest of the way home.
12. I asked you to keep the library computer on so I could work. Why did you turn _____?
13. Ben and Ryan, I have some papers to give to the class. Would you please help me hand _____?

Special Topic: Multiple Personality Disorder

One day, 29-year-old Karen Underhill sent a letter to her psychologist, Dr. Richard Baer. The letter was written in child-like handwriting. "My name is Claire", it said. "I am 7 years old. I live inside Karen."

Karen was suffering from Multiple Personality Disorder (MPD, 多人格症 གཞིན་སྒྲིལ་མེད་པའི་གནས་ལུགས་), a mental problem where a person has more than one identity, or self. These separate identities had names and personalities of their own – like Claire, the child inside Karen – and can control a person's behavior. Karen, for example, has at least eleven different personalities inside of her.

How did such a situation begin? Where does MPD come from? Doctors and psychologists have long argued about the causes of MPD, but the most popular theory is that it begins in children who are always abused by their parents. With no way to escape, these children often create imaginary friends inside of themselves to deal with their problems and fears. When they are being beaten, they can go inside of these different "people" to get away from their pain and difficulties. With different personalities, these children can pretend that the problems are happening to someone else. They are careful to separate these personalities so there is always one that they can "go into". The theory is that after these children grow into adults, they often keep these personalities as 'hiding places' in case something bad happens to them. But what can sometimes happen is that these personalities take control of the person, to the point where they cannot control their own behavior.

Karen is an example of this theory. As a child, she was constantly abused and beaten by her father, grandfather and other family members. She created the personalities to deal with different parts of her difficult life. She created Claire to take

her memories of abuse, so she could forget them. She made Miles, a boy, to help deal with the physical pain. She made Elise to be the 'normal child' at school, and Sidney to talk to her father, and Katherine and Holdon to be her imaginary "good parents." These personalities helped her as a child, but made her very depressed as an adult. She started to forget many things in her daily life, and felt that she no longer had control over who she was.

When she came into Dr. Baer's office, she was hoping to be helped for her depression. But instead, Dr. Baer discovered the eleven different people inside of her. At first, he didn't believe she really had MPD. Even today, many doctors do not believe that MPD is real, and instead think that patients are just actors trying to become famous. But over the next few months, he saw she wasn't lying.

It took 17 years for Dr. Baer to bring Karen's eleven personalities back together into one. Now, at last, she is one single self – one person – inside one body.

Source: Baer, K. Richard. Life in Pieces: A Harrowing True Story of a Woman with Multiple Personality Disorder, Vermilion, 2008

Vocabulary Matching

1. Psychologist (n) 心理学家 རེ་མཁས་ཁམས་རིག་པ་བ། ____ to treat someone badly
2. Mental (adj) 精神的, 心里的 འཆར་སྒྲུང་གི རེ་མཁས་ཀྱི ____ an idea that may or may not be true
3. Identity (n) 身份 རྗེས་ཐང་། ____ about the body; about things that are real/visible
4. Situation (n) 情况 གནས་པ་བ། ____ the way things are at a certain time and in a certain place
5. Theory (n) 理论 གཞུང་ལུགས་། ____ something that is not real (inside someone's mind)
6. Abuse (v/n) 虐待 བཞོལ་ཉེས་གཏོང་བ། ____ who you are
7. Imaginary (adj) 想象中的 རྗེས་འཆར་ཚུལ་གྱི ____ a doctor who helps people with mental problems
8. Deal with (PV) 处理 བདེན་དོན་དངོས་སྒྲུབ། ____ about the mind, brain, imagination or feelings
9. Physical (adj) 身体的, 物理的 གཟུགས་པོའི་དངོས་ལུགས་ཀྱི ____ to do something to solve a problem; to handle

Reading Comprehension Questions: Answer the following in complete sentences

1. Who did Dr. Baer get a letter from?

2. What problem does Karen have?

3. How many people were "inside" Karen?

4. What do many doctors think causes MPD?

5. Why may abused children want to create different people inside of themselves?

6. How was Karen's childhood?

7. What did she create her personalities to do?

8. Did they help her as a child?

9. What happened when she was an adult?

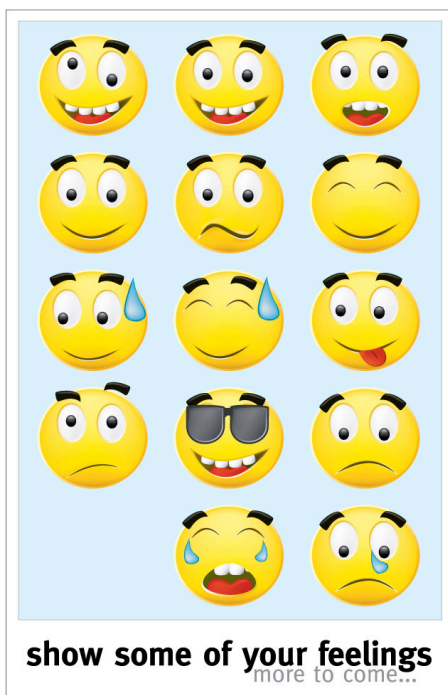
10. When she first came in, did Dr. Baer believe her?

11. Why do many doctors not believe that MPD exists?

12. How long did it take for Dr. Baer to bring her personalities back together?

13. What do you think about MPD? Is it real or not? Why?

Vocabulary 2: Our Emotions



What are emotions? Write a few examples below.

Talk to a friend: how did he/she feel this morning? How do they feel now? How do they think they'll feel this evening?



Look at the adjectives below. When might you experience (经验 རྒྱུ་ལྡན་པ།) these feelings? Write an example next to each word.

Surprising, surprised [v: surprise] – during an earthquake

Shocking, shocked [v: shock] - _____

Worried, worrying [v: worry] - _____

Fascinating, fascinated [v: fascinate] - _____

Reassuring, reassured [v: reassure] - _____

Embarrassed, embarrassing [v: embarrass] - _____

Annoyed, annoying [v: annoy] - _____

Irritated, irritating [v: irritate] - _____

Excited, exciting [v: excite] - _____

Offended, offending [v: offend] - _____

Depressed, depressing [v: depress] - _____

Relieved, relieving [v: relieve] - _____

Confused, confusing [v: confuse] - _____

Frightened, frightening [v: frighten] - _____

Disappointed, disappointing [v: disappoint] - _____

Reading: A Boring Class

I was sitting in math class, and I was so bored that I was starting to fall asleep. I used to enjoy math class, and had always been fascinated by math – I simply loved the problem solving. However, this year the teacher – Mr. Wang – was disappointing. He was a sad sort of man, though nobody knew why he was always so depressed. His classes were extremely boring; not only did he never do anything surprising, but he also simply read from the textbook. But even worse, Mr. Wang

didn't even know what he was talking about. Whenever we asked questions, he gave us a confused look and simply continued reading from the book.

Today was worse than usual. My desk mate had been irritating me all day, saying mean and offending things to me, as well as throwing things at the teacher and other students. After lunch, I had moved to the back of the classroom where I could be sure he wouldn't make me annoyed. I had hoped to get some sleep while sitting in class; Mr. Wang was so focused on reading from the book that I wasn't at all worried that he might catch me. But as my eyes were starting to close, a vulture (秃鹫 སྦུ་མཁུ་) suddenly crashed through our window and fell onto the floor of the classroom, right in front of my desk.

The whole class sat as if made of stone. We were completely shocked by the sudden entrance of the vulture. The size of the bird was frightening: vultures look big when they are flying in the sky, but you can't really understand their true size until you are with one inside. The wings of an average (平均 ཆ་སྟོན་མཁུ་) vulture are more than 2.5 meters from tip to tip. I had done a research project on vultures the year before, so I thought I understood how large these birds really were. But seeing the number on paper is different from facing such a bird inside of your math classroom, and despite my knowledge I was extremely surprised at the bird's size.

The first person to react (反应 བརྟེན་ལྟུང་ཐོན་པ།) was the teacher, who gave a scream and ran out of the classroom. Then we heard a click: the teacher had locked the door. We were now trapped inside with a monster bird. That was not at all reassuring.

The other students began to scream and run away from the bird as fast as they could. The vulture, who was probably frightened and excited by the strange environment, started chasing one group of students into a corner. They screamed and closed their eyes.

I decided to act quickly. I found some yak jerky (牦牛肉干 རྩོམ་གྱི་སྐྱུ་མཁུ་པོ།) inside my desk, opened the windows, and held it just outside the window. "Here, Mr. Vulture!" my friends and I cried. "Come get the delicious meat!"

The vulture suddenly raised its head, and suddenly spread its wings and flew towards me. Feathery wings smacked me hard in the head, and I felt a sharp pain in my right hand. I slid to the floor, blood running down my face and into my eyes, and immediately lost consciousness (失去知觉 ཆོར་བ་ཉམས་པ།).

I woke to see my friends staring down at me. "Did you faint (晕倒 དབང་པོ་ཤོར་བ།)?" my friend Ben asked. "Of course not", I answered. I was embarrassed that I had fainted and didn't want the others to think I was weak. I looked down at my right hand, which had been holding the jerky, and saw that it was covered in blood. But though I was in pain, I was relieved that I had gotten the vulture out of the classroom – and that Mr. Wang's class, for once, had not been boring!

Comprehension Questions:

1. Why does the writer not like Mr. Wang's class? Give at least two reasons.

2. How does the writer feel about math?

3. Why did the writer move to the back of the classroom today?

4. What happened while the writer was trying to fall asleep?

5. What did the class do? What did the teacher do?

6. How did the writer make the vulture leave the classroom?

7. What happened to the writer?

8. Why did the writer say he hadn't fainted?

9. How did the writer feel?

10. What do you think the writer's reputation (名声 ལྷན་གྲགས།) was like after this happened?

11. What would you have done in this situation? Why?

Grammar: Participial Adjectives (-ing vs. -ed)

- ☐ I am bored.
- ☐ I am boring.

- ☐ I am interested.
- ☐ I am interesting.

What's the difference?

I am bored = 我很无聊 ང་ཉི་ཅང་སྤྲོད་པ།

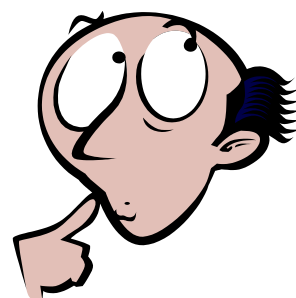
趣 ང་.....ལ་སྤྲོད་བ་ཆེ་བ།

I am boring = 我是一个很无聊的人 ང་ནི་མི་སྤྲོད་སྣང་ཅན་ཞིག་ཡིན། I am interesting = 我是个很有趣的人。 ང་ནི་མི་སྤྲོད་པོ་ཞིག་ཡིན།

Adjectives that end in -ed talk about your own feelings; Adjectives that end in -ing talk about something else – a person, thing, event, or situation that causes (引起 རྒྱུ་རྐྱེན་) your feelings.

For example:

- ☐ The movie was boring (so I felt bored).
- ☐ This book is so interesting (so I am interested in the book).
- ☐ My boyfriend's behavior is very annoying (so I am annoyed).



- English grammar can be confusing (so a lot of students are confused).
- My job promotion [晋级 རོང་སྒྲེལ] was surprising (so we were very surprised).
- The basketball game was exciting (so the fans were excited).

Write two examples on your own.

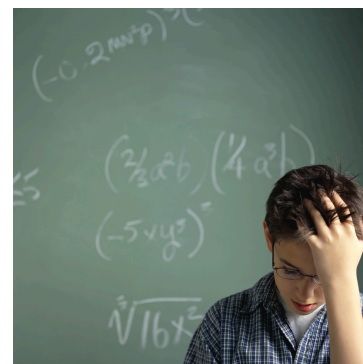
- _____ (_____)
- _____ (_____)

Exercise 1: Complete the conversations by following the example below (speaking)

A: I hate this class! I'm so bored.

B: I know you're bored. But this class isn't as boring as math.

1. hate, chore, annoy, cleaning the bathrooms
2. hate, movie, confuse, Titanic
3. love, game, excite, football
4. hate, school dance, embarrass, the school dance last year
5. love, music, interest, Lady Gaga
6. hate, test, worry, the final exam
7. love, subject, fascinate, philosophy
8. _____.



Exercise 2: Make your own sentences from the adjectives given below.

1. interested _____.
2. frightening _____.
3. confusing _____.
4. shocked _____.
5. offending _____.
6. relieved _____.

Exercise 3: Complete the sentences below with the adjectives in the box.

embarrass-	depress-	shock-	offend-	relieve-	confuse-	worry-
disappoint-	excite-	annoy-	irritate-	bore-	reassure-	

1. I was _____ when I saw the terrible car accident near school.
2. This museum is really _____! I thought it would be great, but actually there's nothing interesting here - it's really _____.
3. My grandmother had been sick for a long time, so yesterday it was very _____ to learn that she was feeling better.
4. Don't be so rude! I'm very _____ by what you've said!
5. Tsering was feeling very _____ after his mother died.
6. This math problem is very _____ - can you help me figure it out?
7. You shouldn't be so _____ about your girlfriend – she's so kind, smart and beautiful, and I'm sure your friends and family are _____ to meet her!

8. My brother is so _____! He's always playing tricks on me, making fun of me, and generally trying to make me _____!

9. A: I know you are _____ about the test, but you shouldn't be - I think it won't be too difficult.

B: Thanks! That's very _____. I feel a lot better now.

Exercise 4: Complete the sentences using the words below

1. I was very _____ (boring/entertained) when I saw the movie.

2. I'm _____ (excited/thrilling) to hear about your promotion!

3. She was _____ (confused/worrying) about the math problem.

4. Our trip to Qinghai Lake was really _____ (amazed/tiring).

5. What was the most _____ (frightened/embarrassing) thing you've ever done?

6. That book was very _____ (amusing/excited).

7. Everyone at the restaurant was _____ (disgusted/depressing) by the terrible food.

8. We were _____ (reassured/relieving) by your news!

9. Her husband was _____ (shocked/surprising) when she told him she wanted a divorce (离婚 གཞིན་འཁོར།).

10. The news you've told me is very _____ (surprised/confusing).

11. You're always such a _____ (shocked/surprising) person – I never thought you would do that!

12. The accident was truly _____ (offended/frightening) – several people died.

Grammar: Adjectives and Adverbs

☐ That was such an easy question. I answered it easily.

Circle the adjective and underline the adverb above.

An adjective describes _____.

An adverb describes _____, _____, or _____.

☐ NB: adverbs often (but not always) end in -ly

Tashi is a slow driver. He drives slowly.

☐ Slow is describing _____; slowly is describing _____.

Careful! The following adjectives and adverbs have special rules

☐ Fast: same as adjective and adverb

○ She is a fast runner. (adj) She runs very fast. (adv)

☐ Hard: same as adjective and adverb

○ She is a hard worker. (adj) She works hard. (adv)

○ NB: hardly = not much, very little

- You've hardly worked at all! [You haven't done any work]
- Late: same as adjective and adverb
 - The train was late. I woke up late this morning.
 - NB: lately = recently
 - Have you seen Mr. Wang lately? [Have you seen him recently?]
- Good/well: good is an adjective, well is an adverb with the same meaning
 - She is a good singer. She sings very well.

Exercise 1: Write within the parentheses () if the words below are adjectives or adverbs (write adj or adv) and underline the words in the sentences below that the adverb/adjective is modifying (describing).

Example: Tashi is a lazy (adj) boy. He is always sitting lazily (adv) in front of the TV.

1. Yangzom is a good () student. She studies very well ().
2. Bella is a fast () runner. She runs very fast ().
3. Isaac is a hard () worker. He works very hard ().
4. Jackson is a quiet () boy. He speaks very quietly ().
5. Lobsang is a careful () driver. He drives very () carefully ().
6. I am extremely () excited () for the holiday!

Exercise 2: Write adj or adv above the adjectives/adverbs in the sentences below

1. The workers carved beautiful wooden doors for the monastery.
2. The busy manager (经理 གཉེན་དཔོན) usually has short conversations on his cell phone.
3. The old men had a truly excellent time at the performance.
4. He slowly opened the heavy door and walked quietly into the dark room.
5. He writes very badly, but he wants to become a famous writer someday.
6. That young woman paints thangkas very skillfully!

Exercise 3: Complete the sentences below using adjectives or adverbs

1. George is a _____ (careless/carelessly) student. He studies _____ (careless/carelessly).
2. Susan speaks _____ (soft/softly). She has a _____ (soft/softly) voice.
3. Tashi came into class _____ (quiet/quietly) because he was late.
4. They put off the picnic because it was raining very _____ (heavy/heavily).
5. The driver was _____ (serious/seriously) injured in the car accident. He had _____ (serious/seriously) injuries.



6. Lobsang has been _____ (terrible/terribly) depressed since he lost his job.
7. She was _____ (bad/badly) hurt when she fell out of the window.
8. While we were eating lunch, the weather changed very _____ (quick/quickly); black clouds _____ (sudden/suddenly) filled the sky and thunder boomed _____ (powerful/powerfully).
9. I like to wear _____ (colorful/colorfully) clothing on holidays.
10. The math teacher was very _____ (bad/badly); he taught very _____ (bad/badly).
11. She was very _____ (angry/angrily) with me when I broke off our relationship – she walked out of the apartment _____ (angry/angrily), never to return.
12. We waited _____ (patient/patiently) for our table at the _____ (popular/popularly) restaurant.

Exercise 4: Complete the sentences using the words (make into adjectives or adverbs as you need) in the box below.

quick(ly)	perfect(ly)	careful(ly)	special(ly)	happy(happily)	fluent(ly)
rude(ly)	well	safe(ly)	unusual(ly)	complete(ly)	continuous(ly)

1. Jerome drives very _____ - he takes no risks
2. When you are taking a test, you should be _____ silent.
3. She made this dish _____ for you!
4. Our holiday passed much too _____!
5. They have been _____ married for thirty years!
6. She's _____ in Mongolian. She speaks the language very _____.
7. The pants fit me _____, so I decided to buy them.
8. My mother works _____ - she never stops working!
9. That was an _____ long test! I hope the next one is shorter.
10. You shouldn't climb that tree – it doesn't look _____.
11. She was behaving very _____, so nobody at the party wanted to talk to her.

Phrasal Verbs 2: Inseparable

Remember from last time that inseparable means _____!
 Example: I got on the bus. (NOT: I got the bus on).

Verb	Meaning	Example
Call on	Ask someone to speak in class	The teacher called on John to answer the question.
Catch on	Become popular	I didn't think that song would become popular, but it really caught on with teenagers.

Come from	Start, originate	Where do these oranges come from?
Get over	To get better, recover from an illness or something bad	I hope Martin gets over his cold soon – he's been away from class for a long time!
Get off	Leave a bus, airplane, or train	I got off the bus at Longwu Monastery.
Get on	Enter a bus, airplane or train	I got on the bus at the Xining bus station.
Get in	Enter a car or taxi	Tashi got in the car and drove away.
Get out (of)	Leave a car or taxi	Ben got out of the taxi and went into the restaurant.
Hear from	To talk to (someone), get information from	Have you heard from Ben recently? I haven't talked to him in ages!
Look into	To find information about something (a problem)	Can you look into this problem?
Pass out	Fall asleep	I'm so tired that I want to pass out.
Run into	To meet someone by chance/accidentally	I ran into my old friend Sue on the street today.
Stick with	To not give up, continue to do something	You're really good at basketball. If you stick with it, you may be able to play in the NBA someday!

Exercise 1: Complete the conversations below by following the model (speaking)

A: Have you heard from Susan recently?
B: Yes, I have. I actually heard from her just last week.*

*or "the other day" / "a few days ago" / "a few minutes ago", etc

1. Have you heard from your grandmother recently?
2. Have you run into Aaron recently?
3. Have you gotten over your illness recently?
4. Has the teacher called on you recently?
5. Have you looked into the theft of your TV?
6. Have you _____?

Exercise 2: Complete the sentences below with the phrasal verbs above

1. The teacher _____ me when I raised my hand.
2. I _____ Lobsang today in the supermarket – he says hello!
3. Has Ethan _____ his illness yet?
4. I took the train from Xining to Chengdu. I _____ in Xining and I _____ in Chengdu. Then I _____ a taxi at the train station and _____ at my hotel.
5. Where did the pandas in the zoo come _____?

6. Someone stole my bicycle! Policeman – can you _____ this?
7. Fred! I haven't seen you in ages, and now I _____ you on the street!
8. The teacher _____ Tsering, but he didn't answer – he was sleeping!
9. I heard _____ George just last week; that was the first time for months!
10. I don't like this new game – I hope it doesn't catch _____.
11. Stick _____ it – you'll finish your homework soon!
12. I was so tired that I passed _____ in my bed last night without eating dinner.

Exercise 3: Complete the sentences below with prepositions and pronouns

1. I had a pretty nasty cough, but I got _____ last week.
2. It was raining hard, so her socks were very wet. She took _____ when she got inside.
3. Oh no! I don't have my homework! My mother must have thrown _____ with this morning's trash. If Ms. Bryant calls _____ in class to answer a question, I will be in trouble!
4. A: Danny, why are so many students absent today?
B: I don't know, but I'll look _____ right away.
5. A: Is that a true story?
B: No – I made _____.
6. The lights were still on, so I turned _____ before I left the room.
7. I hadn't seen Mark and Alison for a long time until I ran _____ at the movie last night.
8. I rarely talk with Bonnie. Last Tuesday was the first time I'd heard _____ in nearly a year.
9. She was very unhappy about failing the test, but I think she's gotten _____ by now. I think now she'll study harder so she can test better and also answer questions when the teacher calls _____ in class.
10. She doesn't like to play the piano, but she's going to stick _____ because her parents asked her to.

Exercise 4: Speaking - work in groups of two.

Speaker A: read the sentence with your book open.

Speaker B: finish Speaker A's sentence with your book closed. Halfway through, switch (so speaker A is reading from the book and speaker B has their book closed)

1. The teacher described the meanings of the new words in class yesterday, and because I wanted to remember them all I wrote _____.
2. I raised my hand and the teacher called _____.
3. I was carrying a big bucket of water from the river. It was very heavy so I put...
4. I didn't know that word's meaning, so I looked _____.
5. I don't want to go on a picnic tomorrow – the weather is supposed to be bad. Instead let's put _____.
6. My paper fell on the floor...could you please pick _____.
7. Aren't you cold? Your jacket's right there! You should put _____.
8. It was dark when I came into the library. The lights were off, so I turned _____.
9. I saw Drolma at the internet bar last night! I didn't expect to run _____.

10. When I finished the test, I handed_____.
11. Do you need these old bottles anymore? If not, I'm going to throw _____.
12. You know how I told you about Rob and Val being boyfriend and girlfriend? Well that story's not true – I made_____.
13. Aaron still doesn't know who stole his car. Have the police figured_____.
14. Alice is still sleeping? Someone needs to wake_____.
15. Scott had pneumonia (肺炎 རྩོམ་ཚད) for weeks but now he's feeling fine. He has finally gotten _____.
16. Lights, computers and other machines use electricity. Whenever you leave a room, you should make sure you turn_____.

Test Reading: How to Read for Tests

When we read for tests, we don't read the same way as we read a book in the library. We don't read for enjoyment or interest. Instead, we read quickly and only for the information we need to answer the questions.

Below are some suggestions for how to become a better test reader.



1. Look at the questions first to find out what information you really need – and what you actually need to read.

If you know what information you need before you start reading, you can quickly skim (read very fast) the unimportant parts and focus (集中 རྩོམ་ཚུ་གཅིག་སྒྲིམ) on the important parts – the information you need to answer the questions.

2. Find the subject and the main idea/argument of the reading.

Test readings will always have a main idea or argument (the writer's opinion). You should start by finding out the subject of the reading (what the reading is about). Then, try to figure out what the author wants to say about the subject. This is the main idea/argument.

You can often (but not always) find the subject and main idea in the first paragraph and last paragraph of the reading.

3. If a question asks you about the meaning of a word you don't know, try to find the word's meaning from its context (surroundings).

Sometimes you may not know the meaning of the word the question is asking you about ("salubrious" "irrational" "fortuitous" and many other difficult words are common). Here, context (上下文 འབྲེལ་ཆགས, 环境 འཕྲོར་ཡུག), or information from the surroundings, is very important. Read the sentence (or the whole paragraph) carefully to see if you can get any information about the word's meaning.

4. If you just don't know the answer to a question, make sure you eliminate (cross off) answers that you KNOW are wrong.

5. Always remember: YOU DO NOT NEED TO KNOW ALL OF THE WORDS IN THE READING!

If you don't know a word's meaning, just keep going! Even if the question is about that word, you often don't need to know exactly what it means. Forget about underlining every word you don't know, just try to understand the basic information – the subject and main idea.

6. Test reading vocabulary: These words are often used in questions. Write each word below into the question in which it best fits.

1. Passage (n) 段文 བརྗེ་བྱ་ཐོར་བྱ། – a short section of writing
2. Paragraph (n) 段落 ལེ་ཚན། – a short section of a piece of writing, usually a few sentences
3. Purpose (n) 目的, 目标 དམིགས་ཡུལ། – goal or reason for doing something
4. Underline (v), underlined (adj), 花线于...之下 འོག་ལ་བྲིས་གིས་སྒྲིལ། – to make a line under a word or passage
5. Infer (v) 推论, 推断 རྟོགས་སུ་དཔྱད་ག་བ། – to understand something from information given
6. Tone (n) 格调, 语气 སྒྲ་གདངས་ – how someone writes or says something
7. Attitude (n) 态度, 看法 སྦྱོང་ལམ། ལྟ་སྟངས། – feeling; often used with “about” or “towards”
8. Imply (v) 暗示, 暗指 འཁྱགས་ཀྱིས་སྟོན་བ། – to suggest something without actually saying it

- a. What is the author's _____ (n) in this passage?
- b. What can we learn from this _____ (n)?
- c. What can you _____ (v) from this passage about space travel?
- d. What is the author's _____ (n) towards environmental protection?
- e. What is the author's _____ (n) in writing this passage?
- f. What does the author _____ (v) about poverty in this passage?
- g. Which has the same meaning as the _____ (adj) word in paragraph 4?
- h. What is the author saying in _____ (n) 3?

Test Reading Exercises

1: Find the subject and main idea of each reading. Below are example first paragraphs from readings; find the subject and main idea.

A. The word advertising refers to any kind of public announcement that brings products and services to the attention of people. Throughout history, advertising has been an effective way to promote (促进) the trading and selling of goods. In the Middle Ages, merchants employed “town criers” to read public messages aloud to promote their goods. When printing was invented in the fifteenth century, pages of advertisements (ads) could be printed easily and were either hung in public places or put in books.

Subject _____ Main Idea _____

B. While small may be beautiful, tall is just plain uncomfortable it seems, particularly when staying in hotels and eating in restaurants. The Tall Persons Club of Great Britain (TPCGB), which was formed six months ago to campaign (发起运动) for the needs of the tall, has turned its attention to hotels and restaurants. Beds that are too small, shower heads that are too low, and restaurant tables with hardly any legroom all make life difficult for those of above average height, it says.

Subject _____ Main Idea _____

C. They are among the growing number of Americans who, driven by higher living costs and a falling economy (经济), have taken up vegetable gardening for the first time. Others have increased the size of their existing gardens. Seed companies and garden shops say that not since the 1970s has there been such an increase in interest in growing food at home. Now many gardens across the country have been sold out for several months. In Austin, Texas, some of the gardens have a three-year waiting list.

Subject _____ Main Idea _____

D. Like most big projects, learning to manage your mother well is what you should do. Here are what I believe the best steps towards a better relationship with her. They are not necessarily surprising or revolutionary, but they have worked for many people. Try them.

Subject _____ Main Idea _____

E. The easy way out isn't always easiest. I learned that lesson when I decided to treat Doug, my husband of one month, to a special meal. I glanced through my cook book and chose a menu which included homemade bread. Knowing the bread would take time. I started on it as soon as Doug left for work. As I was not experienced in cooking, I thought if a dozen was good, two dozen would be better, so I doubled everything. As Doug loved oranges, I also opened a can of orange and poured it all into the bowl. Soon there was a sticky dough covered with ugly yellowish marks.

Subject _____ Main Idea _____

2. Answer the questions by getting information from context.

1. Last year, Ms. Rita Gartin kept a small garden. This year she has made it much larger because, she said, “The cost of everything is going up and I was looking to lose a few pounds, too; so, it's a win-win situation all around.”

Q: By saying “a win-win situation all around”, Ms. Gartin means that _____.

- A. she is happier and her garden bigger
- B. she may spend less and lose weight
- C. she is selling more and buying less
- D. she has grown more varieties of vegetables

2. When men and women lived by hunting 50,000 years ago, how could they even begin to picture modern life? Yet to men of 50,000 years from now, we may seem as primitive (原始的) in our ideas as the Stone-Age hunters do to us. Perhaps they will spend their days gollocking to make

new spundels, or struggling with their ballalators through the crie. These words, which I have just made up, have to stand for things and ideas that we simply can't think of.

Q: Spundels and ballalators are used in the text to refer to _____.

- A. tools used in farming B. ideas about modern life
C. unknown things in the future D. hunting skills in the Stone Age

3. Most people want to know how thing are made. They honestly admit, however, that they hardly know a thing when it comes to understanding how a piece of music is made. Where a composer (作曲家) begins, how he manages to keep going – in fact, how and where he learns his trade – are all covered in complete darkness. The composer, in short, is a man of mystery (神秘).

Q: The words “covered in complete darkness” underlined in paragraph 1 most probably mean ____.

- A. difficult to be made B. without any light
C. black in color D. not known

4. Video games have become pervasive form of entertainment since the 1990s. Today about 69 percent of American families own or rent video and computer games. Most are harmless entertainment, but in far too many of the most popular ones, kids are acting out realistic violent (暴力) experiences on their TV and computer screens.

Q: The underlined word “pervasive” in Paragraph 4 most probably means _____.

- A. worldwide B. instructive
C. widespread D. harmful

Test Reading 1 (2009 湖北八校联考 II)

He met her at a party. She was so outstanding, with many boys around her, while he was so normal, with nobody paying attention to him.

At the end of the party, he invited her to have coffee with him. She was surprised, but due to being polite, she agreed.

They sat in a nice coffee shop. He was too nervous to say anything, and she felt uncomfortable, thinking, “Please let me go home.”

Suddenly he asked the waiter, “Would you please give me some salt? I'd like to put it in my coffee.”

Everybody stared at him - so strange! His face turned red, but, still, he put the salt in his coffee and drank it.

She asked him curiously, “Why do you have this hobby?”

He replied, “When I was a little boy, I was living near the sea. I liked playing in the sea, and I could feel the taste of the sea, just like the taste of the salty coffee. Now every time I have the salty coffee. I always think of my childhood. I miss my hometown so much. I miss my parents who are still living there.”

While saying that tears filled his eyes. She was deeply touched. That's his true feeling, from the bottom of his heart. A man who can tell out his homesickness, he must be a man who loves home, cares about home, and has responsibility of home.

Then she also started to speak, about her faraway hometown, her childhood, her family. That was a really nice talk, also a beautiful beginning of their story.

They continued to date. She found that actually he was a man who meets all her demands; he was kind-hearted, warm and careful. He was such a good person but she almost missed him! Thanks to his salty coffee! Then the story was just like every beautiful love story, the princess married the prince, then they were living a happy life...And, every time she made coffee for him, she put some salt in the coffee.

After 40 years, he passed away, leaving her a letter which said, "My dearest, please forgive my whole life lie. This was the only lie I said to you—the salty coffee.

"Remember the first time we dated? I was so nervous at that time. Actually I wanted some sugar, but I said salt. It was hard for me to change so I just went ahead.

"I tried to tell you the truth many times in my life, but I was too afraid to do that, as I have promised not to lie to you for anything.

"Now I'm dying, I'm afraid of nothing so I tell you the truth: I don't like the salty coffee. What a strange bad taste! But I have had the salty coffee for my whole life!

"Since I knew you, I never feel sorry for anything I do for you. Having you with me is my biggest happiness for my whole life. If I can live for a second time, I still want to know you and have you for my whole life, even though I have to drink the salty coffee again."

Her tears made the letter totally wet.

Someday, someone asked her, "What's the taste of salty coffee?" "It's sweet," she replied.

1. After ordering some salt to put into the coffee, the young man must have felt ____
A. touched B. satisfied C. disappointed D. embarrassed
2. Which of the following statements is true?
A. Salt coffee is more delicious and sweeter than sugar coffee.
B. The man ordered the salt coffee in order to create a chance to date with the girl.
C. The man had to have salty coffee all his life to keep his word.
D. The woman hardly believed the man's explanation at their first date.
3. From the passage we can see that the man is ____.
A. caring and kind-hearted B. shy and sly
C. dishonest but responsible D. warm and understanding
4. It is implied in the passage that the woman when reading the letter left by her husband ____.
A. was cheated by his husband's behavior B. was touched by his husband's white lie
C. felt sorry to know the truth too late D. felt angry about his dishonesty

Test Reading 2 (2011 广东)

In the animal kingdom, weakness can bring about aggression in other animals. This sometimes happens with humans also. But I have found that my weakness brings out the kindness in people. I see it every day when people hold doors for me, pour cream into my coffee, or help me to put on my coat. And I have discovered that it makes them happy.

From my wheelchair experience, I see the best in people, but sometimes I feel sad because those who appear independent miss the kindness I see daily. They don't get to see this soft side of others. Often, we try every way possible to avoid showing our weakness, which includes a lot of pretending. But only when we stop pretending we're brave or strong do we allow people to show the kindness that's in them.

Last month, when I was driving home on a busy highway, I began to feel unwell and drove more slowly than usual. People behind me began to get impatient and angry, with some speeding up alongside me, honking (按喇叭) or even shouting at me. At the moment I decided to do something I had never done in twenty-four years of driving. I put on the car flashlights and drove on at a really low speed.

No more angry shouts and no more horns!

When I put on my flashlights, I was saying to other drivers, "I have a problem here. I am weak and doing the best I can." And everyone understood. Several times, I saw drivers who wanted to pass. They couldn't get around me because of the stream of passing traffic. But instead of getting impatient and angry, they waited, knowing the driver in front of them was in some way weak.

Sometimes situations call for us to act strong and brave even when we don't feel that way. But those are and far between. More often, it would be better if we don't pretend we feel strong when we feel weak or pretend that we are brave when we are scared.

1. The author has discovered that people will feel happy when _____.
A. they offer their help
B. they receive others' help
C. they feel others' kindness
D. they show their weakness
2. The author feels sad sometimes because:
A. he has a soft heart
B. he relies much on others
C. some people pretend to be kind
D. some people fail to see the kindness in others
3. What did the other drivers do when they saw the flashlights?
A. They speed up to pass.
B. They waited with patience.
C. They tried their best to help.
D. They put on their flashlights too.
4. In this passage, the author advises us to:
A. handle problems by ourselves
B. accept help from others
C. admit our weakness
D. show our bravery
5. Which of the following is the best title for the passage?
A. A Wheelchair Experience.
B. Weakness and Kindness.
C. Weakness and Strength
D. A Driving Experience

Unit 2: Health, Science and Technology

Vocabulary 1: At the hospital

Why do we go to the hospital? List at least three different reasons.

- ☐
- ☐
- ☐

What happens when you go to the hospital (or just to see a doctor)? Use the pictures below to help you think of ideas.



- ☐ First, _____.
- ☐ Next, _____.
- ☐ Then, _____.
- ☐ Then, _____.
- ☐ Finally, _____.

Vocabulary: Write down the meaning of the following words in Tibetan.

1. Emergency (n) – something very serious that needs to be dealt with now
2. Medical (adj) – about medicine, hospitals or doctors
3. Illness (n), ill (adj) – sickness, being sick
4. Disease (n) – a bad illness
5. Pain (n), painful (adj) – something is painful if it hurts
6. Injure (v), injury (n), [to be] injured (adj) – something on your body is hurt or broken
7. Wound (n/v) – a big cut; to be hurt in an accident (many people were wounded in the earthquake)
8. Heal (v) – to get better from a sickness, injury or wound
9. Normal (adj)/abnormal (adj) – regular, not different/unusual, special, strange
10. Severe (adj) – very bad
11. Symptom (n) – a sign or effect of something, usually an illness
12. Chronic (adj) – if something is chronic, it happens a lot
13. Diagnose (v) – to find out, and then name, someone's health problem; the doctor diagnosed the patient with cancer

14. Advanced (adj) – very new and often high quality; an advanced machine is one that is very new and can do many things
15. Machine (n) – a man-made thing with parts that move
16. Equipment (n) – something/things you use for a job, sport, or other purpose
17. Depend on – to need or trust something/someone for some reason
 - rely on (v) = depend on
18. Encourage (v)/discourage (v) – to suggest something; to give someone confidence and hope / to suggest that something is bad
19. Cure (n, v) – to completely fix, to make totally better
20. Treat (v), treatment (n) – to help make someone healthy; a doctor treats patients
21. Expect (v) – to think that something will happen
22. Prevent (v), prevention (n) – to stop something before it happens
23. Risk (n/v), risky (adj) – the danger that something bad might happen; dangerous [n: take a risk]
24. Advantage (n)/disadvantage (n) – something good/something bad
25. Appointment (n) – a meeting or visit to someone at a certain time and place
26. Insurance (n) – paying a little money now so if something bad happens in the future, you won't have to pay for it

Reading: In the Emergency Room

Amelia is a doctor. She has worked in the emergency room at the Xining Red Cross Hospital for nearly ten years, where she has seen nearly every kind of medical problem you could imagine: horrible diseases, painful injuries, and wounds that were difficult to heal. But she had never seen something truly crazy – until last Tuesday.

A man came into the room. At first, Amelia thought she had seen him before, but she couldn't figure out who he was. At first, he looked completely normal. But after a minute or two, he suddenly went crazy. He screamed loudly and then fell to the floor and started having severe fits (惊厥

ཁྲུང་ཆེན་ཆེན་), yelling and waving his arms and legs. This continued for a while, and then, suddenly, everything stopped. The man calmly stood up, stretched (伸懒腰 འཐེན་པ་) and then sat down in the chair.

Amelia was very frightened. She'd never seen a patient with such abnormal symptoms. Who knew when he would have another fit? After asking him a few



questions, she learned that these fits were chronic, that they happened several times a day, and that they had never been successfully diagnosed by a doctor.

She decided to put him inside an advanced machine for a test. She hoped that she could rely on this piece of equipment to figure out this man's problem. But the machine showed that he was completely normal. She knew of no way to help him prevent his fits. She had never felt so confused in her life.

"I encourage you to take this medicine," she said to the man after he came out of the machine. "It won't cure everything, but maybe it will help you treat your



symptoms. It's also to your advantage to avoid drinking, driving, or taking any other risks. We can make an appointment for you to come in after two weeks to see what has happened. Now, do you have any insurance to pay for the medicine?"

But the man was not listening. While she was talking, he had kneeled down (跪下 ཐུས་བཅུག་པ) on the floor and pulled a box out of his pocket. Now, he was taking a thin skin – a kind of mask - off of his face. He opened the box and started to speak.

"Amelia, I have looked up to you for years now. I admire you and I truly love you. Will you marry me?"

Amelia gasped in shock. Now the mask was off and the box was open. Inside the box was a ring, and behind the mask was her boyfriend! She felt so relieved that she forgot she had ever been frightened or confused. "Of course!" she responded enthusiastically.

Reading Comprehension Questions

1. What is Amelia's job? How long has she worked at this job?

2. What has Amelia seen while working in the emergency room?

3. What did Amelia think when she first saw the man?

4. What was the man's behavior like at first? How did it change?

5. How did Amelia feel? Why?

6. What did she decide to do?

7. What did Amelia encourage the man to do?

8. By the time Amelia stopped talking, what had the man already done?

9. Who was this man? What did he ask Amelia?

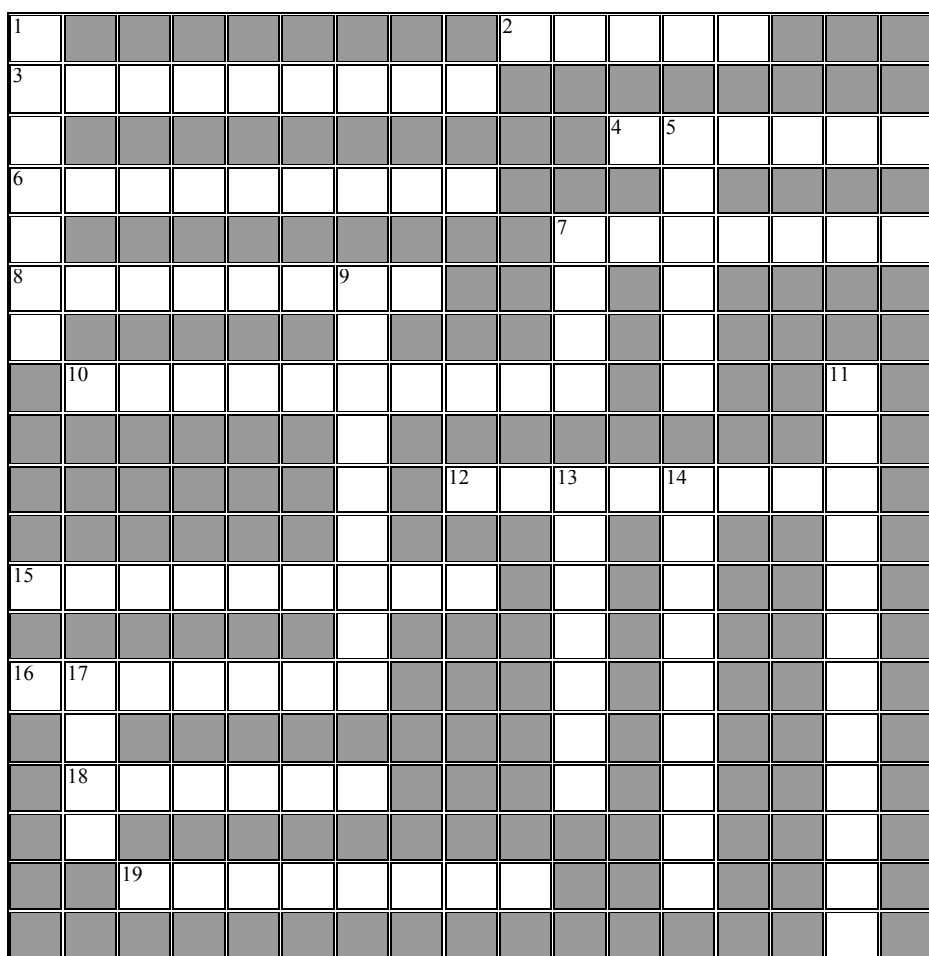
10. How did Amelia feel? Did she agree to the man's proposal (求婚, 提案 གཉེན་སྦྲང་བ། གྲོས་གཞི་འདོན་བ)?

Vocabulary Exercises

Exercise 1: Matching

- | | | |
|-----------------|-------|---|
| 1. painful | _____ | very new technology |
| 2. appointment | _____ | trust, need, use, believe in |
| 3. disadvantage | _____ | to find/name a person's medical problem |
| 4. diagnose | _____ | to fix a medical problem |
| 5. rely on | _____ | a bad thing |
| 6. medical | _____ | a problem/reaction/result |
| 7. symptom | _____ | very uncomfortable |
| 8. cure | _____ | what doctors do for patients |
| 9. treat | _____ | to suggest that something is bad |
| 10. discourage | _____ | about doctors and hospitals |
| 11. advanced | _____ | meeting |

Exercise 2: Crossword Puzzle



Across

2. A big cut; to be hurt
3. "Fire! Fire! It's an _____ - everyone leave the building!"
4. "Why isn't Drolma in school today?" "She has a _____. Her leg is broken, so she went to the hospital."
6. Every student must buy medical _____ every year so that if they get sick or injured, they won't have to pay at the hospital.
7. I have _____ back pain - my back is almost always hurting.
8. The new library computer is more _____ than the old one.
10. I want to _____ you from smoking - I think you shouldn't do it.
12. TB and AIDS are _____
15. Many people have different _____ for diseases and injuries at the hospital

16. If you try to take my girlfriend, I will _____ you - I will stop you before you can do it.

18. She has a _____ illness, so she won't be back in school for a week.

19. I always _____ on my friends to help me when I'm in trouble.

Down

1. David wants to go to _____ school to become a doctor.
5. Not strange or different
7. We still haven't found a _____ for either cancer or AIDS
9. Frisbees, basketballs, badminton rackets - we have a lot of sports _____ in the library
11. A _____ of learning English is that the grammar is crazy and difficult!
13. A high fever, coughing, a headache and a runny nose are _____ of the common cold.
14. An _____ of learning English is that you can talk to people from all over the world.
17. It's snowing outside. It's too dangerous to drive home on the motorcycle - I won't take such a big _____. I will go home tomorrow instead.

Activity: In the Emergency Room

The emergency room is a truly crazy place. In groups, write a short skit about something terrible or crazy that happened in the emergency room last week (the teacher will give you a situation). You need at least one doctor and one patient, but otherwise you can decide what you want to do! Be creative and think of other roles (角色 演员) for people in your group (girlfriend or boyfriend, police, mother, thief, etc.).

Grammar: Review of Present Perfect

When you go to the doctor's office, they often ask you about your medical history.

- ☐ How has your health been this year?
- ☐ Have you ever.... (been injured, had cancer, broken any bones, etc.) ?
- ☐ I have never had cancer before.

Why do we use the present perfect for these questions? We use the present perfect to describe:

1. _____.
 2. _____.
- ☐ Present perfect = have/has + PP: I _____ (eat).

How is the present perfect different from the simple past? We use the simple past to describe _____.

Exercise 1: Make the words below into sentences using the present perfect:

1. I / study / English / for five years.
_____.
2. We / not travel / Rebgong / since 1982.
_____.
3. She / ever / eat / deer / before ?
_____.
4. Tashi / never / be / late to class.
_____.
5. Rosa / live / in Maixiu / for thirty years.
_____.

6. Tim / move / to Beijing / yet ?

7. Bella / never / like / American music.

8. You / ever / meet / President Obama ?

Exercise 2: Use the present perfect or simple past to complete the conversation.

Amelia: _____ (you/ever/be) to Chabcha?

Andrea: I _____ (travel) there once when I was eight years old.

Amelia: Chabcha _____ (grow) very fast over the past ten years.

If you only _____ (go) there once when you were very young, you will find that it _____ (change) a lot.

Andrea: I _____ (want) to go there last week for the horse festival, but I _____ (be) busy.

Amelia: That's too bad. You can visit me anytime, though. I

_____ (teach) Tibetan there since 2001.

Andrea: That's great! _____ (you/ever/eat) the mutton in Chabcha?

Amelia: Yes, I _____ (eat) it last Tuesday! It's so delicious.

Andrea: And _____ (you/get used to) life in Chabcha?

Amelia: Yes, I _____ (get used to) life there. Last year I

_____ (not feel) very comfortable living there. But now

Chabcha _____ (become) my home. I like living there very much!

Exercise 3: Medical history dialogue

First, complete the dialogue with the present perfect or simple past. Then read the dialogue with a partner before answering the questions below.

Doctor Dorje: Before I start to examine you today, I want to ask you a few questions.

First, _____ (your health/be) good this year?

Caleb: Yes, I _____ (be) very healthy all year.

Doctor Dorje: Great! Then let's get started. First,

_____ (you or your family members/ever/experience) any heart problems?

Caleb: I _____ (never/have) any heart problems. However, my grandfather

_____ (suffer) from a weak heart

for many years. He finally _____

(begin) treatment last May.

Doctor Dorje: OK...next, _____ (anyone in your family/ever/have) cancer (癌症 ལྷན་ནད)?

Caleb: No, none of my family members _____ (have) cancer.



Doctor Dorje: Good...next, _____ (you/receive) all of your vaccinations (疫苗接种 འགོག་སྐྱེན་རྒྱ་ལ)?

Caleb: No...I _____ (try) finish all of my vaccinations last week, but I _____ (not have) the time.

Doctor Dorje: Alright, we'll do those today. Lastly, _____ (anything else/happen) this year that I should know about? _____ (you/have) any diseases or injuries?

Caleb: No, everything _____ (be) great all year!

Doctor Dorje: Excellent! Then let's start the examination.

Reading Comprehension Questions

1. How has Caleb's health been this year?

2. Have Caleb or his family members ever experienced heart problems?

3. Has anyone in Caleb's family ever had cancer?

4. Has Caleb received any of his vaccinations?

5. Caleb has been very sick all year, hasn't he?

6. How many questions has Doctor Dorje asked Caleb during this interview (面试, རྒྱུ་འཕྲིད་ཀྱི་འཇམ་མཁའ་ལྟོ་)?

Grammar: Review of Past Perfect

Sometimes, when discussing our medical history we want to talk about something that happened before something else in the past:

- ☐ She hadn't gotten sick for twenty years until she moved to Yunnan.
- ☐ I had been very sick for years until I started to take this medicine.
- ☐ Before you injured your leg, had you ever had any trouble walking?
- ☐ I hadn't ever been to a hospital before I broke my leg last year.

We use the past perfect to describe _____.

It is often used with before/by the time/until + simple past

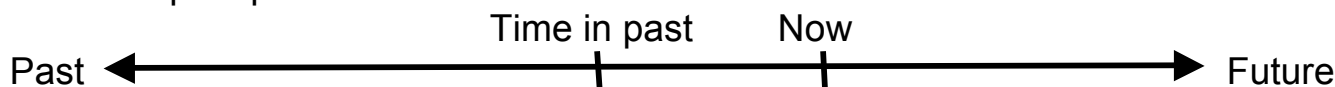
Past perfect = had + PP: I _____ (eat).

- ☐ Past perfect/simple past sentence: _____ (eat) before I _____ (visit) you on Saturday.

Draw the present perfect on the timeline:



Draw the past perfect on the timeline below



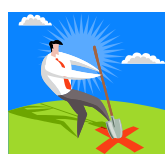
Exercise 1: Complete the dialogues by following the pattern below (speaking)

A: Did Tashi and Lobsang drive to Zeku last weekend?

B: No, they didn't. They had driven to Zeku the weekend before, so they didn't want to drive to Zeku again.



1. Sarah, go to a concert



6. Lobsang, dig caterpillar fungus



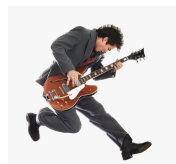
2. You and Yangzom, ride your horses to the grasslands



7. Kyle and Grace, play basketball at the park



3. Your friends, go to the internet bar



8. Isaac, play the guitar



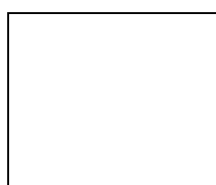
4. Ethan, stay with his grandmother



9. You, make dumplings



5. Your father, climb the mountain



10. _____

Exercise 2: complete the sentences below using the past perfect or simple past:

- I _____ (never/go) to the monastery before my friend _____ there last week.
- She _____ (be) hungry for a very long time before she finally _____ (arrive) home and _____ (eat) dinner.
- Until Drolma's eighteenth birthday, she _____ (not be) allowed to drive her father's motorcycle.
- When Lhamo _____ (get on) the airplane, she suddenly _____ (realize) that she _____ (forget) her wallet.
- He _____ (know) Beijing very well because he _____ (already/travel) here several times.

6. Because I _____ (not reserve (预订 མངགས་ནོ)) a table at the hotpot restaurant, we _____ (have) to go somewhere else for dinner.

7. Before Tsomo _____ (go) to America, _____ (she/ever/study) English before?

8. Alex didn't bring his ID card (身份证 རྩིས་ཐོ་ལག་འབྱེད) to the meeting because he _____ (lost) his wallet.

Exercise 3: Complete the sentences using the present perfect, past perfect or simple past.

I _____ (eat) yogurt only twice in my life.
I _____ (eat) yogurt before I came to Qinghai.
I _____ (eat) yogurt every day since 2001!
I _____ (eat) yogurt last week.



Tashi _____ (work) as a teacher since 1905!
Tashi _____ (work) as a teacher in both America and China.
Tashi _____ (work) as a teacher last year.
Tashi _____ (work) as a teacher before he came to Qinghai.

Before she came to Rebgong, Susan _____ (never see) a yak.
Last Tuesday, Susan _____ (see) the singer Lobsang on the street.
Susan _____ (see) many yaks since she moved to Rebgong.
Susan _____ (already/see) a different doctor before she came to me.
Susan _____ (never/see) a giraffe until she went to the Xining zoo.

Exercise 4: Complete the sentences using the present perfect, past perfect or simple past.

1. _____ (ever/be) to Labrang?
2. She _____ (study) English for several years before she _____ (come) to ETP.
3. I _____ (work) as a teacher for ten years, but it was only last year that I _____ (begin) to enjoy it.
4. Kelly _____ (always be) a great dancer, but last night she _____ (dance) more beautifully than I _____ (ever/see) her dance before.
5. _____ (we/study) how to use the future perfect tense yet?
6. On Thursday night, he _____ (sing) to his girlfriend for six hours!
7. By the time that he _____ (begin) to feel sick, he _____ (already/eat) five bowls of yogurt.
8. _____ (you/always/be) been a doctor?
9. She _____ (always/think) she was going to become a lawyer - until she _____ (become) interested in science.
10. By the time Jacob _____ (arrive), it was too late – his friends _____ (already/leave) without him

Phrasal Verbs 3: Separable

With separable phrasal verbs, we can separate the verb and preposition.

Example: I put on my coat. I put it on.

Verb	Meaning	Example
Ask out	Ask (someone) on a date	Johnny asked Jenny out to dinner and a movie!
Call back	Return a phone call	I can't talk right now but I'll call you back tomorrow morning.
Call off	Cancel, decide not to do something	We were going to have a picnic, but I called it off because it was raining.
Call up	Make a phone call	I called up Tashi last night.
Give back	Return something to someone	I borrowed Susan's bicycle yesterday and gave it back today.
Hang up	Put something on a hanger or hook (also to end a phone call; this meaning is inseparable)	Please hang your jacket up in the closet. When my girlfriend called I quickly hung up the phone.
Pay back	Return money to someone	I borrowed 100 yuan from my friend, but I'm worried that I don't have enough money to pay him back!
Put away	Put something in its place	Please put away your books – you won't need them today.
Put back	Return something to its place	I put the book back onto the library shelf.
Put out	To stop a fire or cigarette	Make sure you put out the fire before you go to bed!
Shut off	Turn off	Please shut off your computer when you leave the computer room.
Try on	Put on clothing (in a store) to see if it fits	I tried on several shirts, but I couldn't find one that fit me – and that I liked.
Turn down	Decrease the volume (sound) of music, etc.	Please turn down that music – it's too loud!
Turn up	Increase the volume (sound) of music, etc.	I can't hear the music – can you please turn it up?

Exercise 1: Complete the conversations below by following the model (speaking)

A: Did you remember to turn off the oven? [or turn the oven off?]

B: Oh, I completely forgot! I'll turn it off right now.



1. take back, your library books



2. put away, your clothes



3. call up, your grandmother



4. pay back, your friend



5. hand in, your homework



6. turn on, the lights



7. take off, your boots



8. call back, the doctor

Exercise 2: Complete the sentences with pronouns and prepositions

1. A: Could you lend me some money to buy this VCD?

B: Sure, if you pay _____ tomorrow.

2. A: Your music is so loud! Could you please turn _____?

B: I'm sorry, but I actually feel that it's a bit quiet – I'd rather turn _____.
If you think it's too loud, maybe you should go stand outside in the garden.

3. I haven't talked with Johnny and Susan in a long time. Maybe I'll call _____ tonight to see how they're doing.

4. A: I'd love to keep talking with you, but someone's at the door.

B: That's fine. I need to get some work done. I'll call _____ tomorrow.

5. Where's my jacket? I thought that I had hung _____ on this coat rack, but now I can't find it!

6. A: Did you leave the stove on when we left the house? How about the fridge?

B: No, I shut _____ before we left.

7. Can I borrow your pen? I'll give _____ after class.

8. You're not allowed to smoke cigarettes in here! Could you please put _____?

9. A: What are you doing tonight?

B: Joe asked _____ on a date!

10. A: Did you take my toothpaste?

B: Yes, but I put _____ where I found it when I was finished.

A: Strange...I can't find it anywhere. You may have put _____ in the wrong place.

11. What a mess! Your room is filthy – and your clothes are all over the floor! Make sure you put _____ soon!

12. I'm feeling much too sick to go on a date tonight – I'm sorry, but I think I'm going to call _____.

13. These are some nice shoes – and they're cheap. You should try _____.

14. That's Tashi's bicycle. You should give _____ to him sometime.

Exercise 3: Speaking - work in groups of two.

Speaker A: Read the sentence with your book open.

Speaker B: Finish Speaker A's sentence with your book closed. Then switch.

1. I can't hear the music. Could you please turn _____?
2. I dropped my book. Could you pick _____?
3. This problem is too hard – I can't figure _____
4. I like this shirt. I'm going to try _____
5. Ben finished his homework and handed _____
6. Ethan asked Catherine to go to dinner and a movie with him. He asked _____.
7. It was snowing in Zeku, so we decided not to travel there right now. We were going to make the trip today, but instead we put _____.
8. I didn't understand the idea, so I looked _____ in another book.
9. It's bright enough here already in without those other lights. Could you please turn _____?
10. This coat's too warm! I'm going to take _____.
11. Your TV is so loud I can't sleep! Can you please turn _____?
12. These worksheets are for the class...could you help me hand _____?
13. Drolma was going to have a party, but instead she decided to call _____.
14. My wet jacket is in the closet. I hung _____ after I came back inside.
15. That story isn't true! You must have made _____.
16. I was really cold, so I took my winter jacket and put _____.
17. Sam! You shouldn't fall asleep in class! You'll be so embarrassed when the teacher wakes _____.
18. After fixing the car, I was finished using the tools so I put _____.
19. Who needs these papers? I'm going to throw _____.
20. I want to listen to the radio. Would you please turn _____?

Cloze 1: Doctors and Patients

It was midday, and already Doctor James Brown was extremely tired. This morning, he 1 late with a 2 headache. And now, only halfway through the day, he could barely continue to keep his eyes open 3 he treated patients at the hospital. While Dr. Brown usually worked extremely hard all day, today he 4 weak and tired. So today he 5 his assistants to do most of the work, measuring blood pressure (血压) and other vital signs 6 he tried not to collapse.

"I 7 this bad during work," he thought to himself. "I wonder if I 8 some disease from a patient..."

The next thing he knew, he 9 on his back as several other doctors leaned over him, staring. He looked around, and found that he had been brought to the 10 room. It was very busy, 11 many doctors and patients were running around. "What's wrong?" he tried to ask.

"Finally, he's awake," said his colleague (同事) Susan. "You passed out (昏厥) on the floor in your office, and we had to carry you in here. For weeks, I've 12 you to take a rest. You've been working too hard – to your own 13. Now you'll have to rest. You 14 [contract (v)= 感染] a 15 case of pneumonia (肺炎) and probably won't be able to work for a week, because your 16 is too great a 17 for the patients. If you come to work, it will be dangerous for them."

Dr. Brown laid back in bed and 18 his eyes. There was nothing he could do – he had to stop being the doctor and start being the patient until he felt better.

- | | | | |
|--------------------|--------------|-----------------|-----------------|
| 1. a. was woken up | b. wakes up | c. has woken up | d. had woken up |
| 2. a. symptom | b. severe | c. considerate | d. curious |
| 3. a. during | b. or | c. as | d. through |
| 4. a. feel | b. felt | c. has felt | d. feeling |
| 5. a. injured | b. relied on | c. turned on | d. made up |
| 6. a. during | b. or | c. while | d. through |

- | | | | |
|------------------------|------------------|--------------------|--------------------|
| 7. a. never felt | b. had ever felt | c. have never felt | d. had never felt |
| 8. a. was catching | b. catch | c. have caught | d. had caught |
| 9. a. lying | b. has lied | c. was lying | d. had lied |
| 10. a. machine | b. equipment | c. insurance | d. emergency |
| 11. a. or | b. and | c. but | d. though |
| 12. a. depended on | b. diagnosed | c. advantage | d. encouraged |
| 13. a. advantage | b. encourage | c. disadvantage | d. discourage |
| 14. a. are contracting | b. contract | c. had contracted | d. have contracted |
| 15. a. severe | b. symptom | c. generous | d. chronic |
| 16. a. injury | b. wound | c. symptom | d. disease |
| 17. a. risk | b. symptom | c. pain | d. discourage |
| 18. a. closes | b. closed | c. has closed | d. is closing |

Test Reading: Context Clues

What do you do when you read a word you don't know? The best thing to do is to look for clues (线索 线索) in the words around it to see if you can guess the meaning. There are a several different kinds of clues that you can look for that can help you make a good guess. The chart (图标 图标) below shows four different ways that you can find context clues in a sentence.

CLUE	DEFINITION	SIGNAL WORDS	EXAMPLES
1. Contrast or Opposite	This clue gives you words that are the opposite of the word you don't know.	but, in contrast, however, instead of, unlike, yet	<p>"Unlike his quiet family, Brad is garrulous."</p> <p>** From the sentence, you know that Brad's family is quiet, but he is not like them, so you can guess that the word garrulous might mean "talks a lot."</p>
2. Definition or Synonym	This clue gives you the definition, or other words that mean the same thing as the word you don't know.	is, means, the term, defined as, in other words, or, also known as. Often the only signal for this clue is the commas.	<p>Sedentary individuals, people who are not very active, often aren't very healthy.</p> <p>** This sentence gives you the definition of sedentary: "people who are not very active." Your only clue here is the commas.</p>
3. Examples	This clue gives you specific examples of the word you don't know.	like, such as, including, for instance, for example	<p>Many cultures think that celestial bodies, such as the sun, moon, and stars, are sacred.</p> <p>** This sentence doesn't tell you exactly what the words mean, but it gives you some examples: "sun, moon, and stars." So you might guess that celestial bodies means "things that are in the sky."</p>
4. Explanation	This clue gives you an explanation that can help you guess what		<p>The patient is so somnolent that she needs medication to help her stay awake.</p> <p>** Since she needs medicine to stay awake, you can probably guess that</p>

	the word means.		somnolent means "tired."
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Exercise 1: Using the context clues, try to guess what each word means. Write the number of the context clue that you used.

- The girl who used to be very vociferous doesn't talk much anymore. (#_____)
a) talkative b) angry c) quiet d) smart e) kind
- Pedagogical institutions, including high schools, kindergartens, and colleges, are very important. (#_____)
a) teaching b) greedy c) schools d) interesting e) intelligent
- He was so parsimonious that he refused to give his own sons the few RMB they needed to buy pencils for school. It truly hurt him to give away his money. (#_____)
a) greedy b) sick c) generous d) hungry e) patient
- His pertinacity, or stubbornness, is the cause of most of his trouble. (#_____)
a) dangerous b) happiness c) stubbornness d) handsomeness e) mood
- Instead having clandestine meetings, they never tried to hide anything they did. (#_____)
a) stupid b) secret c) interesting d) boring e) angry
- Ecclesiastics, such as priests, ministers, and lamas, should set good examples for other people to behave well. (#_____)
a) Teachers b) taxi drivers c) officials d) students e) religious leaders
- The girl was churlish – rude, sullen and absolutely ill-mannered. (#_____)
a) sweet b) pretty c) unhappy d) not nice e) silly
- Because the conflagration was helped by wind, every building in the area was completely burned to the ground. (#_____)
a) storm b) accident c) fire d) school e) fire fighter

Exercise 2: Use context clues to guess the meanings of the made-up words below.

Jack quickly entered the didot and began working. He had often thought that this job was extremely yullning. He would soon quit, he decided. At the end of the day, he put on his redick and went back home to relax. He took out his favorite pipe and settled into the comfortable and beautiful new pogtry. What a fantastic schnappy he had made when he had bought the pogtry. Only 300 yagmas!

- didot _____
- yullning _____
- redick _____
- pogtry _____
- schnappy _____
- yagmas _____

Exercise 3: Use context clues to find the meanings of the words below.

- The girls languidly put on their jackets as if they had no energy at all.
a. energetically b. quickly c. energy-less d. actively
- Some people are perplexed by math, while others understand it quickly.
a. confused b. easy c. calm d. relaxed
- Allison became so lethargic, she didn't have the energy to get out of bed.
a. active b. bubbly c. exhausted d. lively
- Jackie was filled with mortification, or shame, because of her unkind remark.
a. proud b. shame c. confident d. happy
- Katie appeared infallible in math class because she had never gotten a problem wrong.
a. never wrong b. mistaken c. wrong d. incorrect
- Phyllis felt elated when she won the race.
a. sick b. miserable c. tired d. happy
- The tornado annihilated the whole town to the point that nothing was left standing.
a. destroyed b. saved c. created d. constructed
- We could tell by the rotten smell, that something putrid was in our trash can.
a. ample b. alive c. rotten d. appealing

9. Two girls started school this week. Beth has a gregarious personality. Jenna is rather quiet.
 a. shy b. bashful c. timid d. outgoing
10. Instead of climbing into bed, she decided to take a nap on the chaise.
 a. sleeping bag b. bed-like furniture c. chair d. floor
11. There was crazy pandemonium as people were trying to leave the rock concert.
 a. silence b. craziness or chaos c. order d. peace
12. If you don't conquer your fears, they will beat you.
 a. lose b. win c. talk about d. forget

Test Reading 1 (2007 全国 II)

It is difficult for doctors to help a person with a damaged brain. Without enough blood, the brain lives for only three to five minutes. More often the doctors can't fix the damage. Sometimes they are afraid to try something to help because it is dangerous to work on the brain. The doctors might make the person worse if he operates on the brain.

Dr. Robert White, a famous professor and doctor, thinks he knows a way to help. He thinks doctors should make the brain very cold. If it is very cold, the brain can live without blood for 30 minutes. This gives the doctor a longer time to do something for the brain.

Dr. White tried his idea on 13 monkeys. First he taught them to do different jobs, then he operated on them. He made the monkeys' blood go through a machine. The machine cooled the blood. Then the machine sent the blood back to the monkeys' brains. When the brain's temperature was 10°C, Dr. White stopped the blood to the brain. After 30 minutes he turned the blood back on. He warmed the blood again. After their operations the monkeys were like they had been before. They were healthy and busy, and could still do the jobs the doctor had taught them.

- The biggest difficulty in operating on the damaged brain is that _____.
 A. the time is too short for doctors B. the patients are often too nervous
 C. the damage is extremely hard to fix D. the blood-cooling machine might break down
- The brain operation was made possible mainly by _____.
 A. taking the blood out of the brain B. trying the operation on monkeys first
 C. having the blood go through a machine D. lowering the brain's temperature
- With Dr. White's new idea, the operation on the damaged brain _____.
 A. can last as long as 30 minutes B. can keep the brain's blood warm
 C. can keep the patient's brain healthy D. can help monkeys do different jobs
- What is the right order of the steps in the operations?
 a. send the cooled blood back to the brain b. stop the blood to the brain
 c. have the blood cooled down d. operate on the brain
 A. a, b, c, d B. c, a, b, d C. c, b, d, a D. b, c, d, a

Test Reading 2 (2010 北京一模)

The rising costs of health care have become a problem for many countries in the world. To deal with this problem, it is recommended that a big part of the government's health budget (预算) has been used for health education and disease prevention instead of treatment. Actually, many kinds of diseases are preventable in many ways and preventing a disease is usually much cheaper than treating it. For example, people could avoid catching a cold if they dressed warmly when the weather starts getting cold. But many people get sick because they fail to do so, and have to spend much more money seeing a doctor.

Daily habits like eating more healthy food would have kept millions of families from becoming bankrupt if the patients had taken ways for early prevention. For example, keeping a balanced diet (均衡饮食), such as not consuming too much animal fat and trying to have enough vegetables and fruits, seems to be quite important.

One very effective and costless way of prevention is regular exercise, which is necessary for

a healthy mind and body. Regular exercise, such as running, walking, and playing sports is a good way to make people feel better or reduce stress.

In addition, health education plays a key role in improving people's health. By giving people more information about health, countries could help people understand the importance of disease prevention and ways to achieve it. For example, knowing one's family medical history is an effective way to help keep healthy. Information about health problems among close relatives will make them aware of what they should do to prevent certain diseases through lifestyle changes, which will work before it is too late.

However, paying more attention to disease prevention does not mean medical treatment is unimportant. After all, prevention and treatment are just two different means toward the same effect. In conclusion, we could save money on health care and treat patients more successfully if our country spends more money on health prevention and education.

1. What's the meaning of the underlined word "consuming" in Paragraph 2?

- A. Avoiding. B. Producing. C. Eating. D. Cooking.

2. What's the best title of the passage?

- A. Health or Illness? B. Exercise or Illness?
C. Prevention or Education? D. Prevention or Treatment?

3. We can learn from the passage that ____

- A. the more health education, the better B. dressing warmly can prevent diseases
C. a balanced diet is cheaper than regular exercise
D. the government's health budget should be increased

4. Which of the following can replace the underlined word "bankrupt"?

- A. Unable to be cured B. Unable to pay one's debts
C. stronger than ever before D. More successful than ever before

Test Reading 3 (2010 山东)

Christopher Thomas, 27, was a writer by night and a teacher by day when he noticed he was always tired and was losing weight fast. Diagnosed with diabetes (糖尿病), Thomas would need to inject himself with insulin (胰岛素) three times a day for the rest of his life or risk nerve damage, blindness and even death. And if that weren't bad enough, he had no health insurance.

After a month of feeling upset, Thomas decided he'd better find a way to fight back. He left Canton, Michigan, for New York, got a job waiting tables, nicknamed himself the Diabetic Rockstar, and created diabeticrockstar.com, a free online community for diabetics and their loved ones—a place where over 1,100 people share personal stories, information, and resources.

Jason Swencki's son, Kody, was diagnosed with diabetes at six. Father and son visit the online children's forums (论坛) together most evenings. "Kody gets so excited, writing to kids from all over," says Swencki, one of the site's volunteers. "They know what he's going through, so he doesn't feel alone."

Kody is anything but alone: Diabetes is now the seventh leading cause of death in the United States, with 24 million diagnosed cases. And more people are being diagnosed at younger ages.

These days, Thomas's main focus is his charity (慈善机构), Fight It, which provides medicines and supplies to people—225 to date—who can't afford a diabetic's considerable expenses. Fight-it.org has raised about \$23,000—in products and in cash. In May, Thomas will hold the first annual Diabetic Rockstar Festival in the Caribbean.

Even with a staff of 22 volunteers, Thomas often devotes up to 50 hours a week to his cause, while still doing his full-time job waiting tables. "Of the diabetes charities out there, most are putting money into finding a cure," says Bentley Gubar, 48, one of Rockstar's original members. "But Christopher is the only person I know saying people need help now."

1. Which of the following is true of Christopher Thomas?

- A. He needs to go to the doctor every day. B. He studies the leading cause of diabetes.

- C. He has a positive attitude to his disease.
2. Diabeticrockstar.com was created for ____.
- A. diabetics to communicate
- C. children to amuse themselves
3. According to the text, Kody ____.
- A. feels lonely because of his illness
- C. helps create the online kids' forums
4. What can we learn about Fight it?
- A. It helps the diabetics in financial difficulties.
- B. It organizes parties for volunteers once a year.
- C. It offers less expensive medicine to diabetics.
- D. It owns a well-known website.
5. The last paragraph suggests that Thomas...
- A. works full-time in a diabetes charity
- B. employs 22 people for his website
- C. helps diabetics in his own way
- D. tries to find a cure for his diabetes
- D. He encourages diabetics by writing articles.
- B. volunteers to find jobs
- D. rock stars to share resources
- B. benefits from diabeticrockstar.com
- D. writes children's stories online

Vocabulary 2: Scientific Achievements

What is science? _____.

What are some different fields (领域 ཁྲིམ་ཁྲོམ་) of science? What do people study in these fields?

- ☐ Biology – the study of living things
- ☐ Physics -
- ☐
- ☐
- ☐
- ☐



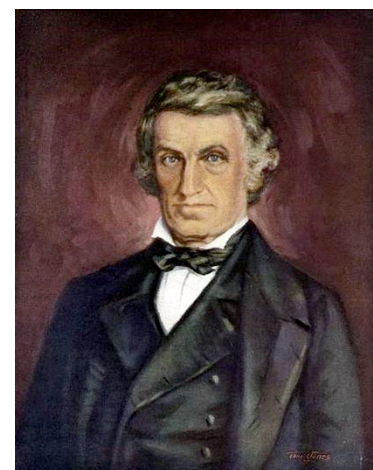
What do we learn from science? What is the purpose (目的, 目标 ཇམ་གསལ་ཡུལ་) of science?

Vocabulary: Match the words to their meanings

- | | |
|----------------------------------|---|
| 1. Discover (v), discovery (n) | _____ to watch closely and carefully |
| 2. Theory (n) | _____ likely; something you think is true/will happen |
| 3. Assume (v), assumption (n) | _____ to affect or change someone/something |
| 4. Influence (v/n) | _____ the small things that make up animals and plants |
| 5. Research (n, v) | _____ a room where people do experiments/tests |
| 6. Probable (adj) | _____ large, important or meaningful |
| 7. Experiment (n, v) | _____ a (correct) way of doing something; process |
| 8. Laboratory, lab (n) | _____ a number that is not exact; roughly, about |
| 9. Procedure (n) | _____ to succeed in doing something great |
| 10. Monitor (v) | _____ result |
| 11. Approximately (adv) | _____ something true |
| 12. Evidence (n) | _____ facts or objects used to show that something is true (often in science or crime) |
| 13. Fact (n) | _____ to guess |
| 14. Achievement (n), achieve (v) | _____ the very small things that make up everything in the world |
| 15. Significant (adj) | _____ to think/say something without knowing if it is true or not |
| 16. Evolution (n), evolve (v) | _____ the theory that animals/plants change over time to fit their environment; change, develop |
| 17. Cell (n) | _____ to study something carefully and in detail |
| 18. Atom (n) | _____ an idea about how something works |
| 19. Estimate (v, n) | _____ to find something |
| 20. Outcome (n) | _____ a test to see if something is true or not |

Reading: The Discovery of Digestion (消化)

Until the middle of the 19th century, the stomach remained a mystery. What was it for? What was inside? There many different ideas and theories, but nobody really knew. Many people thought that the stomach was where people's feelings and personality came from. People assumed that the stomach influenced, or even controlled, who we were and how we behaved. Our character (个性 རང་གཞིས་) and emotions, in short, were believed to come from our stomach. Very little research had ever been done on the stomach before. It was impossible to see inside the stomach from outside. But also, with poor medical technology, it was probable that any experiments done inside a person's stomach would kill them.



However, this changed in the 1820's because of an experiment done by an army doctor named William Beaumont. Beaumont was a farm boy from the eastern United States who left home at a young age to become a doctor. He got a job at a remote (遥远 རྒྱང་ཤིང་) town where hunters came to trade furs (毛皮 བལ་ཕྱགས་) and get supplies (供应 མཁོ་སྤྱོད་). One day, a man was shot (开枪 མེ་མདའ་རྒྱབ་པ་) outside a store



near Beaumont's hospital. When Beaumont got there, the man was bleeding from a hole in his stomach. But as he was being brought back to the hospital, Beaumont saw something else. Food was coming out of the hole in the man's stomach.

The man, Alexis St. [Saint] Martin, healed from his wound, but he still had a hole in his stomach. Beaumont saw an opportunity to find out what the

stomach actually did. So he started to perform experiments on St. Martin in his laboratory. His procedure was very simple: he would put a piece of food on a string (细绳 ཐག་པ་ཕྱ་མོ་) and lower (向下移 མར་སྒྱོར་བ་) it into St. Martin's stomach hole. He would monitor the food while it was in the stomach and then pull it back out. He repeated this experiment thousands of times for over three years, and found that most food needed approximately two or three hours to be digested (消化 འཇུ་བ་). He kept collecting evidence to show that digestion happened in the stomach but still could not figure out why. Finally, one day he found that the food was being digested by a clear liquid (液体 གཤེར་གཟུགས་) which came out of the stomach. This liquid, which he called "gastric juice", was actually enzymes (酶 འཇུ་བྱེད་གཤེར་ཁུ). Beaumont had discovered the fact of digestion in the stomach - how food becomes part of us!

It was an important achievement – a significant discovery in the history of science. Since that time, many important things and ideas – from Darwin's theory of evolution to the discovery of cells, atoms and DNA – have been discovered by scientists. One bad estimate or mistake and their experiment's outcome would be ruined (弄坏 གཏོར་བཞག་). But with perseverance (恒心, 毅力 བརྟན་ཆོག་), hard work and a

little bit of luck, these scientists were ultimately (终于མཐར་ཐུག) able to achieve great things.

Source: Krulwich, Robert and Abumrad, Jad, Guts, Radiolab, WNYC (NPR), April 3, 2012

Reading Comprehension Questions

1. Before the middle of the 19th century, what did people think happened in the stomach? _____.
2. Why had very little research been done about the stomach before the 19th century? _____.
3. Who was William Beaumont? _____.
4. What happened to the man at the store? _____.
5. What did Beaumont see coming out of his stomach? _____.
6. Did St. Martin heal? _____.
7. What was Beaumont's procedure? _____.
8. How long did it take for food to digest? _____.
9. What did he finally find? What was digesting the food? _____.
10. What does the author say a scientist needs to achieve great things? _____.

Vocabulary Exercises

Exercise 1: Complete the story with the words below

significant	experiments	influence	theory	discover
laboratories/labs	achievement	evidence	evolution	

Charles Darwin is famous because he _____ the idea of _____. This _____ says that as animals and plants compete to survive and reproduce, the “fittest” animals will pass their genes (基因 རིགས་རྒྱན་ས་ཐོན) to their children while those less “fit” will not. Over time, animals and plants will change to adapt (适应 རམ་ཤོ) to a changing environment and situation. Darwin used _____ he gathered in the Galapagos Islands and in other places to support his idea.

When Darwin wrote this theory in the book The Origin of the Species, it was seen as an important and _____ achievement, and he soon became famous. Since that time, Darwin and his theory have _____ many people, and has been confirmed (证明 ར་སྟོན) by _____.

many tests and _____ done in science
_____ in universities around the world. Truly, Darwin's theory is a
great _____ in the history of science.

Exercise 2: Match the words to the sentences in which they best fit

1. research _____ When students take exams, two teachers come to the classroom to _____.
2. outcome _____ "How much does that motorcycle cost?" "I don't really know, but I'll _____ it costs at least 5000 RMB!"
3. achieve _____ There are three _____ in CO₂
4. assumption _____ At university, he is _____ Mongolian traditions.
5. estimate _____ There are _____ 40 students in the class.
6. atom _____ I don't know what will happen in this experiment, but I don't think the _____ will be good.
7. monitor _____ Thonmi Sambhota helped Songtsen Gampo _____ his dream of creating a written Tibetan language.
8. approximately _____ Many people _____ Tsering is Tibetan, but actually he's Mongolian.

Exercise 3: Use the new words to complete the sentences

1. The _____ (n) for making tsamba is not difficult. There are not many things you have to do before it is finished.
2. I didn't know his exact age, but I _____ that he was about forty years old.
3. Every living thing is made up of _____.
4. Many students study Marxist _____ in politics class.
5. When I first met Mark, I _____ he was American, but I was wrong. He's actually Canadian.
6. When you do _____, you must be careful! If you do something wrong, everything could explode!
7. The _____ or results of the tests were not good, so we had to go back to the _____ to do more experiments.

Grammar: Passive voice – Review and Expansion

- ☐ The theory of relativity was discovered by Albert Einstein.
- ☐ The Origin of the Species was written by Charles Darwin.
- ☐ That chemical should be put in the test tube (试管 ལུག་ཚོད་).



We use passive voice whenever we want to focus on the action of a sentence or the object of the action, NOT the subject (the person or thing that does the action).

In the active voice, the action (verb) of a sentence is done by the subject (I ate a chicken; I do the eating, not the chicken!). However, in the passive voice, the action of the sentence is NOT done by the subject! Instead, it is done by the object བྱ་ཚོགས། (A

chicken was eaten by me; I still do the eating, not the chicken!). བྱེད་སྒྲིའི་སྐབས་སུ་ཆོག་ཀྱང་
ནང་གི་བྱ་ཆོག་སྟེ་བྱེད་པ་པོས་བསྐྱབས་པ་ཡིན་ཏེ། རྒྱ་ལས་བྱ་ཤ་ཐོས་བ་ཡིན། ངས་ཟ་བཞིན་ཡོད། བྱ་ཤ་མིན། གང་ལྟར། བྱ་
བའི་ཡུལ་གྱི་སྐབས་སུ་ཆོག་ཀྱང་ནང་གི་བྱ་ཆོག་སྟེ་བྱེད་པ་པོས་བསྐྱབས་པ་ཡིན་ཏེ། བྱ་བའི་ཡུལ་གྱིས་འཛབ་བྱས་བ་རེད། རྒྱ་
ཤ་ལས་ཐོས་བ་ཡིན། ངས་ད་དུང་ཟ་བཞིན་ཡོད། བྱ་ཤ་མིན།

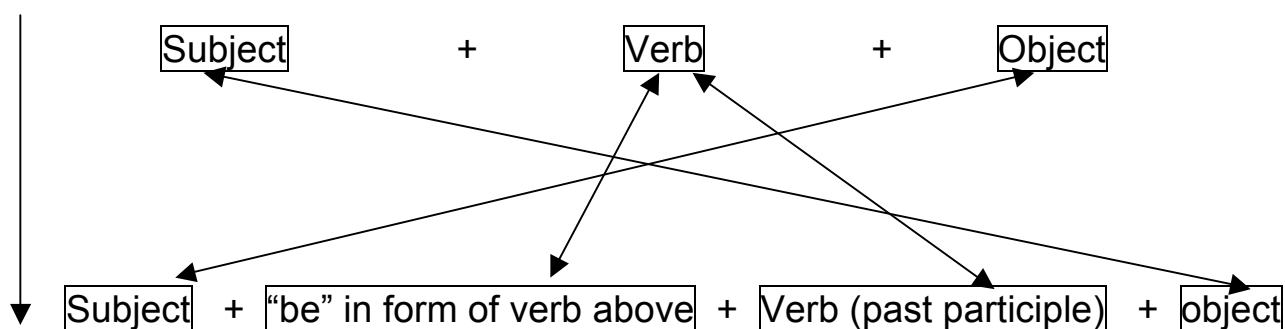
Write the passive sentences below in the active voice. If necessary, choose a subject for the sentence. Use the chart below to help you.

- ☐ My bike was stolen by Tashi. (passive)
○ _____ . (active)
- ☐ The disease was diagnosed accurately. (passive)
○ _____ . (active)
- ☐ Women are not treated equally by men. (passive)
○ _____ . (active)

Forming the passive: When we change active sentences into the passive voice, we must first switch the subject and _____. Then, you must transform the verb. Passive verbs are made up of be (in the verb tense of the original active sentence) and the past participle of the original verb.

<p>S V O 主动: (a) Mary helped the boy. བྱེད་ཆོག་གཙོ་བོར་དང་།</p> <p>S V O 被动: (b) The boy was helped by Mary. བྱ་ཡུལ་གཙོ་བོར་དང་།</p>	<p>被动语态的形式: be + 过去分词 བྱ་བའི་ཡུལ་སྟོན་པའི་ནུས་པ། be + འདས་བའི་འདས་པ།</p> <p>在被动语态中, 主动语态动词的宾语变成了被动语态动词的主语: བྱ་བའི་ཡུལ་སྟོན་པའི་ནུས་པ། (a) 句中的 “boy” 变成了 (b) 句中被动与台动词的主语。 (a) 与 (b) 意思相同。 བྱ་བའི་ཡུལ་ བྱ་བའི་ཡུལ་སྟོན་པའི་ནུས་པ། སྟོན་པའི་ནུས་པའི་ནང་ དུ་བྱེད་ཆོག་གི་ནུས་པའི་ཆབ་ཆོག་བྱ་ཡུལ་སྟོན་པའི་བྱེད་ཆོག་ ཆོག་གྲུབ་ (a)ནང་གི་“boy”དེ་(b)ནང་གི་ཡུལ་ བྱ་བའི་ཡུལ་སྟོན་པའི་ ནུས་པའི་བྱེད་ཆོག་(a)དང་ (b)ཡི་ནང་དོན་གཅིག་མཚུངས།</p>
<p>主动: (c) An accident happened. བྱེད་པ་པོ་གཙོ་བོར་དང་། 被动: (d) (none) བྱ་ཡུལ་གཙོ་བོར་དང་།</p>	<p>只有及物动词 (带宾语的动词) བྱ་ཡུལ་སྟོན་པའི་བྱ་ ཆོག) 用于被动语态。像 happen, sleep, come 和 seem (不及物动词) 这样的动词是不能用于被 动语态的。 བྱེད་འབྲེལ་ལས་ཆོག་སྐབས་ (བྱ་ཡུལ་སྟོན་པའི་བྱ་ཆོག) བྱ་ ཡུལ་གཙོ་བོར་དང་གྱི་སྐབས་སུ་བཀོལ། དཔེར་ན། happen, sleep, come དང་ seem (བྱེད་མེད་ལས་ཆོག) འདི་ལྟ་ བའི་བྱ་ཆོག་བྱ་ཡུལ་སྟོན་པའི་ཆོག་གི་སྐབས་སུ་མི་བཀོལ།</p>

Active:	Tashi	stole	an orange.
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Passive: An orange was stolen by Tashi.

NB: In passive sentences with an object, by must be used (as above). 在带宾语的被动句里，需要宾语前用“by”。བྱ་ཡུལ་སྟོན་པའི་ཚིག་གི་ནང་དུ་བྱ་ཡུལ་ཚབ་ཚིག་ལས་ཚིག་ཐོན་དུ་“by”

Passive voice verb chart: When using the passive voice in different verb tenses, only change the “be” (is, are, was, has been, etc) part of a passive sentence.

Verb tense	Active voice	Passive voice
Simple present	Yang helps Billy.	Billy is helped by Yang.
Present continuous	Yang is helping Billy.	Billy is being helped by Yang.
Present perfect	Yang has helped Billy.	
Simple past		Billy was helped by Yang.
Past continuous	Yang was helping Billy.	
Past perfect	Yang had helped Billy.	
Simple future	Yang will help Billy.	
Simple future	Yang is going to help Billy.	
Future continuous	Yang will be helping Billy.	
Future continuous	Yang is going to be helping Billy.	
Future perfect	Yang will have helped Billy.	Billy will have been helped by Yang.
Modal CAN	Yang can help Billy.	
Modal COULD		Billy could be helped by Yang.
Modal SHOULD	Yang should help Billy.	
Modal MUST	Yang must help Billy.	

Modal WOULD	Yang would help Billy.	
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Exercise 1: Put the sentences below into the passive voice

1. Carolyn ate a chicken.

- simple present _____.
- present continuous _____.
- simple past _____.
- past continuous _____.
- simple future _____.

2. Napoleon caused (引起 བྱང་དུ་བཅུག་པ་) the war.

- present continuous _____.
- simple past _____.
- simple future _____.
- future continuous _____.
- present perfect _____.

3. Tashi made a mistake.

- present continuous _____.
- simple past _____.
- simple future _____.
- future continuous _____.
- past perfect _____.

Exercise 2: Make dialogues (passive simple past) following the example below.

A: This is a very good experiment.

B: It is, isn't it?

A: Do you know who performed it?

B: I don't know, but I think it was performed by Doctor Dorje.



1. beautiful song

wrote

Lobsang



2. obedient dog

train

Sam



3. excellent dish

cook

Bob



4. ugly building

design

Louis



5. horrible class

teach

Mr. Wang



6. delicious restaurant

open

Kevin



7. magnificent house

build

Colin



8. bad photograph

take

Tom



Exercise 3: Complete the passive sentences using simple or continuous (past, present or future) tenses.

Example: The play is being shown (show) tonight at 8 o'clock.

1. The book _____ (write) by Shakespeare.
2. Billy _____ (invite) to the party tomorrow night.
3. Barley _____ (grow) on the Tibetan Plateau.
4. The old building _____ (destroy) next week.
5. Food _____ (cook) when I walked into the house.
6. Tsamba _____ (make) from barley.
7. My hat _____ (blow) away by the wind! Catch it!
8. The new type of bird _____ (discover) by Dr. Morris.
9. The song _____ (write) by Bob Dylan, though usually it _____ (sing) by others.
10. When the poem _____ (translate) into English, it loses much of its meaning.

Exercise 4: Complete the dialogues by following the model below (speaking)

A: Hello, I'm calling about my car...has it been fixed yet?

B: Not yet. It's being fixed right now.

A: So when can I pick it up?

B: Later this afternoon. I'll call you when it's been finished.

- | | |
|------------------------------------|----------------------------|
| 1. computer, upgrade [make better] | 5. printer, fix |
| 2. jewelry, clean | 6. sofa, sew back together |
| 3. bicycle, repair | 7. horse, operate on |
| 4. photographs, develop | 8. motorcycle, repair |

Exercise 5: Complete the passive sentences using present perfect or past perfect

Example: When I arrived at the party, all of the food had been eaten (eat).

1. A new machine _____ (invent) by Josh.
2. The restaurant _____ (open) by his father 100 years ago.
3. The festival _____ (cancel) because of rain.
4. By the time the war ended, many people _____ (kill).
5. A new planet _____ (discover), and on it, living things _____ (find)!
6. The criminal (罪犯 ཁྲིམས་འགལ་བ་) _____ (take) to the prison.
7. My bike _____ (move) somewhere – I can't find it.
8. By the time he left for holiday, his proposal (提议 གྲོས་གཞི་འདོན་བ་) _____ (already/submit) to his boss.
9. Your application to study at Harvard University _____ (accept)!
10. Before he died, your father _____ (know) for his courage.

Exercise 6: Complete the verbs in the passive sentences below using simple, continuous or perfect (past, present or future) tenses.

1. This delicious food was made (make) by Tsering and Drolma.

2. This song _____ (usually/perform) by Lobsang.
3. My bike _____ (steal), but I don't know who took it.
4. When we start the experiment tomorrow, the procedure _____ (follow) very closely.
5. The tomatoes _____ (already/eat) by the time Drolma arrived home.
6. She _____ (test) for cancer several times, but the doctors haven't found anything.
7. The criminal _____ (finally/catch) by the police.
8. Dinner _____ (serve) at 9:00 tonight.
9. Last year, these farmers' homes _____ (flood) by the rising waters of the Yellow River.
10. The fish _____ (cut) into pieces before they _____ (fry) and served to the diners at the restaurant.
11. My car _____ (steal) right now!
12. Yesterday evening, dinner _____ (prepared) when James started setting off fireworks (烟火 རྒྱལ་མཁའ་མཁོ་སྤྲོད་པ་).
13. The monastery _____ (build) a long time ago.

Phrasal Verbs 4: Separable

Verb	Meaning	Example
Cross out	To draw a line through (words)	I crossed out the word that was spelled badly.
Fill in	Complete by writing in a blank space	Please fill in the blanks with the verbs
Fill out	Complete a form (表 རྒྱུ་ཁྱེད་ཀྱི་མིག་ལྟོས་ཀྱི་མཛུགས་ཀྱི་མཛུགས་) by writing information	Please fill out the application form to apply for college.
Fill up	Fill (a cup, bottle, car, etc) with gas, water, coffee, or another liquid	We filled up the gas tank before we left for Qinghai Lake.
Find out	Discover (information)	Have you found out the teacher's telephone number yet? Have you found out who is coming to the party?
Have on	Wear (clothing)	You'll recognize her easily – today, she has a bright green dress on.
Look over	To check something, look at something carefully	Can you look over my homework to see if it's OK?
Point out	To ask (someone) to look at something, to call attention to (something)	I want to point out the statue of Tsongkhapa in the monastery. The teacher pointed out the mistakes in our writing homework.
Print out	To make a paper copy	Can you print out another copy of the

	(from a computer)	homework? Mine was eaten by a dog.
Tear down	Destroy a building	They tore those old buildings down to build a new skyscraper? That's awful!
Tear out (of)	Remove (paper) by tearing	Please don't tear any pages out of the magazines in the library.
Tear up	1. tear into pieces 2. start to cry [inseparable]	I did so badly on the test that I tore it up so nobody could see it. The movie made me so sad that I started to tear up near the end.
Turn around Turn back	Go back where you came from, change to the opposite direction	After walking up the mountain for several hours, it started to rain so we turned around/back.
Turn over	Turn something so the top is on the bottom	Please turn the paper over so we can do the exercises on the back.

Exercise 1: Complete the conversations below by following the model (speaking)

A: When are you going to call up your boyfriend?

B: I'm going to call him up tomorrow morning.



1. When are you going to fill out your application form?



5. When will you give back the motorcycle you borrowed from Brian?



2. When is Molly going to pick up her clothes?



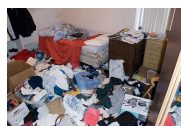
6. When are you going to print out the test?



3. When is the city going to tear down that building?



7. When are you going to look over your essay?



4. When are the children going to put away their clothes?



8. When are you going to throw out those old papers?

Exercise 2: Complete the phrasal verbs with prepositions and pronouns

1. There was no name on the paper, so I turned _____ to look on the other side.

2. There was an interesting article in today's newspaper. I didn't see it until Tom pointed _____.

3. Before you give them this job application, you need to look _____ carefully to make sure you've filled _____ correctly.

4. Did you know Steve was dating Caitlin? I just found _____!

5. A: I completed this application last week, but I think I filled _____ incorrectly. What can I do?

B: Just find the answers that are incorrect and cross _____.

6. My water bottle is empty – can you please fill _____?
7. In this exercise, there are blanks – and we must fill _____.
8. I wrote the wrong name on that check (支票 རྒྱུ་ཐོག་ཐུང་), so I tore _____ and wrote another.
9. That building was in the way of the new road, so they tore _____.
10. What is Jack wearing? He just bought a beautiful new Tibetan robe – I wonder if he has _____ today.
11. I don't have that worksheet. Could you print _____ another copy?
12. I want that picture! I'm going to tear _____ of this magazine!
13. If we continue driving this way, it will be dark soon! Also, the car has no more gas - we should turn _____.
14. You started that form three days ago, and you still haven't filled _____?

Exercise 3: Speaking - work in groups of two.

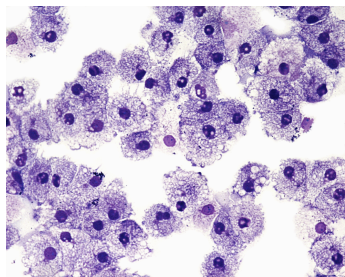
Speaker A: read the sentence with your book open.

Speaker B: finish Speaker A's sentence with your book closed. Then switch.

1. That's a mistake – you should cross _____.
 2. When you hand in your essay, don't forget to look _____.
 3. I think this worksheet is finished! Now, we just have to print _____.
 4. I don't know the answer! Why don't you find _____?
 5. I thought that was a great newspaper article, so I tore _____.
 6. The building was so old it was unsafe to live in, so they tore _____.
 7. Now that we're finished the front of this paper, let's turn _____.
 8. The paper had personal information on it, so when I didn't need it anymore I tore _____.
 9. We've been driving this motorcycle in the wrong direction (方向 འཕྱུགས་)! Let's turn _____ and go back home.
 10. Our car's gas tank is empty! We've got to fill _____.
 11. The college application is due tomorrow! Quickly fill _____!
 12. There are many blanks in this exercise – please fill _____.
 13. She bought a nice new jacket yesterday. Today, does she have _____?
 14. Look at this painting. I want to point something _____.
 15. This problem is so difficult! I still can't figure _____.
-

Special Topic: The Baby Lives On

For a long time, people thought that before babies were born, they lived inside their own separate space inside their mother. The baby took food from the mother, but other than that most scientists believed that the baby lived inside its own private (私人的 སྒྲོ་བྱེ) bubble (泡 སྒྲོ་བྱེ་པ) of space. And after the baby was born, all of its cells disappeared from the mother's body.



However, in the early 2000's, scientists at Tufts University made a surprising discovery. When taking samples (样本 མ་དཔེ) of a woman's blood, they found that the blood included cells not only from the woman, but from other people as well. After looking at blood from her children, they realized that the mother's blood had a lot of her children's cells inside. After doing more experiments on other patients, they realized that babies are not separate from their mothers before birth. The cells of unborn babies and their mothers mix together in the mother's body. Even after the baby is born – or even if the baby is not born – the baby cells continue to live within the mother.

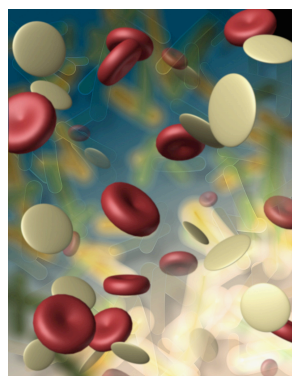
After more tests, the Tufts University scientists discovered that these baby cells within the mother don't die soon after the baby's birth. In fact, they may live within the mother for fifty years or more – or for the rest of the mother's life. A baby – whether born or unborn – will likely live on within the mother until the day she dies.

This was a fascinating discovery, but the researchers wanted to know why the baby cells continued to live for so long after the baby had been born. Scientists in America and other countries have done many experiments, but right now there is no clear answer. There are only two theories – the “bad baby” theory and the “good baby” theory.

The “bad baby” theory says that the baby cells live on within the mother to later attack (袭击, 攻击 མྱོལ་བ འངབ་མྱོལ) her from the inside. Some diseases, such as lupus (狼疮 སྤྱབ་ནད) and arthritis (关节炎 སྤུམ་ནད), are more common in women than in men. Some scientists have found evidence that this is partly caused by the baby cells, which may attack the mother's immune system (免疫系统 འགོག་སྲུང་མ་ལག) and, by making it weaker, allow diseases to enter the mother's body.



The “good baby” theory, in contrast, says that the baby cells live on within the mother to protect and defend (防御 འགོག་སྲུང) her body. An example of research that supports this idea again comes from Tufts University hospital. A woman with five children came into the hospital with a bad case of hepatitis B (乙型肝炎 མཆིན་ནད). The researchers looked at her liver (肝脏 མཆིན་པ) to see how the disease was spreading, and found that there were hundreds and even thousands of baby cells around the parts of the liver that were damaged (损坏, 损伤, 毁坏 གཏོར་བཞག). The woman went home and, when she came back to the hospital six months later, she had completely recovered. This theory has also been tested in experiments on mice. In mice with cancer, baby cells crowd (聚集 འདུས་པ) around the diseased areas and can



sometimes help the mice recover from the disease. Sometimes, in mice, they can even help rebuild damaged parts of the body. However, this theory – though it sounds nicer than the “bad baby” theory - has not yet been completely proven (证明 བདེན་དཔང).

Scientists continue to debate and research what the baby cells are doing in the mother's body. But nobody argues with the fact that our cells continue to live in our mothers after we are born. As long as our mothers live, we're either helping or hurting them. So the next time you see your mother, you might want to apologize, as you may be hurting her – but also tell her that you may be helping her fight dangerous diseases. Hopefully, she'll thank you for it.

Source: Krulwich, Robert and Abumrad, Jad, Fetal Consequences, Radiolab, WNYC (NPR), May 1, 2012

Reading Comprehension Questions

1. In the past, what did people believe about how babies lived inside their mothers?

2. What did scientists at Tufts University discover? _____

3. How did they make this discovery? _____

4. How long do baby cells continue to live within the mother after the baby is born?

5. Do scientists know why baby cells continue to live within the mother?

6. What is the "bad baby" theory? _____

7. What is the "good baby" theory? _____

8. Which theory do you believe? Why? _____

Cloze 1 (2011 全国 1)

In our discussion with people on how education can help them succeed in life, a woman remembered the first meeting of an introductory 1 course about 20 years ago.

The professor 2 the lecture hall, placed upon his desk a large jar filled with dried beans, and invited the students to 3 how many beans the jar contained. After 4 shouts of wildly wrong guesses the professor smiled a thin, dry smile, announced the 5 answer, and went on saying, "You have just 6 an important lesson about science. That is: Never 7 your own senses."

Twenty years later, the 8 could guess what the professor had in mind. He 9 himself, perhaps, as inviting his students to start an exciting 10 into an unknown world invisible to the 11, which can be discovered only through scientific 12. But the seventeen-year-old girl could not accept or even 13 the invitation. She was just 14 to understand the world. And she 15 that her firsthand experience could be the 16. The professor, however, said that it was 17. He was taking away her only 18 for knowing and was providing her with no substitute. "I remember feeling small and 19." The woman says, "and I did the only thing I could do. I 20 the course the afternoon, and I haven't gone near science since."

- | | | | |
|--------------------|--------------|-----------------|-----------------|
| 1. A. art | B. history | C. science | D. math |
| 2. A. searched for | B. looked at | C. got through | D. marched into |
| 3. A. count | B. guess | C. report | D. watch |
| 4. A. warning | B. giving | C. turning away | D. listening to |
| 5. A. ready | B. possible | C. correct | D. difficult |

- | | | | |
|-------------------|----------------|---------------|---------------|
| 6. A. learned | B. prepared | C. taught | D. taken |
| 7. A. lose | B. trust | C. sharpen | D. show |
| 8. A. lecturer | B. scientist | C. speaker | D. woman |
| 9. A. described | B. respected | C. saw | D. served |
| 10. A. voyage | B. movement | C. change | D. rush |
| 11. A. professor | B. eye | C. knowledge | D. light |
| 12. A. model | B. senses | C. spirit | D. methods |
| 13. A. hear | B. make | C. present | D. refuse |
| 14. A. suggesting | B. beginning | C. pretending | D. waiting |
| 15. A. believed | B. doubted | C. proved | D. explained |
| 16. A. growth | B. strength | C. faith | D. truth |
| 17. A. firm | B. interesting | C. wrong | D. acceptable |
| 18. A. task | B. tool | C. success | D. connection |
| 19. A. cruel | B. proud | C. frightened | D. brave |
| 20. A. dropped | B. started | C. passed | D. missed |

Cloze 2 (2010 河南质量调研)

When I began my high school years, I was quite interested in biology. I read lots of books of my father's about animals, and I was 1 much educated about such matters as a 16-year-old could be.

One Sunday afternoon, I was 2 with friends about animals. I said the whale (鲸鱼) was a mammal. They 3. Finally, I called a 4 over to help settle the matter. I knew I was 5, so I was looking forward to the teacher 6 I was right. My friends were eager for an opposite answer. We asked her 7 the whale was a mammal. "No, the whale is a fish," she said without a moment's 8.

You could have knocked me over with a feather. My 9 was hurt because I lost the argument, but that wasn't the main reason I was too 10 to speak. I still knew I was right, which 11 the teacher was wrong. Not only was she wrong, 12 she was completely ignorant (无知的) about something I thought was 13 knowledge. But she was a teacher who had taught a long time. Everyone 14 her and no one else thought she could be wrong.

15 that, I hadn't known grown-ups could be wrong. This 16 shaped the way I viewed people as I grew up. 17 I found anyone treated another person with too much respect and admiration, I thought - and still think - "18 silly." From that point on, I had no 19 for authority (权威). To earn my respect, you have to be smart or 20. I'll never respect you just because you happen to be in charge or have a degree.

- | | | | |
|-----------------|--------------|--------------|---------------|
| 1. a. as | b. so | c. too | d. very |
| 2. a. meeting | b. working | c. arguing | d. staying |
| 3. a. declined | b. disagreed | c. opposed | d. agreed |
| 4. a. professor | b. biologist | c. librarian | d. teacher |
| 5. a. clever | b. right | c. creative | d. silly |
| 6. a. proving | b. finding | c. promising | d. hoping |
| 7. a. how | b. why | c. if | d. when |
| 8. a. doubt | b. silence | c. regret | d. hesitation |
| 9. a. heart | b. mind | c. pride | d. feeling |
| 10. a. foolish | b. anxious | c. serious | d. astonished |
| 11. a. meant | b. suggested | c. admitted | d. concluded |
| 12. a. and | b. but | c. for | d. or |
| 13. a. special | b. normal | c. regular | d. common |
| 14. a. pleased | b. admired | c. believed | d. loved |
| 15. a. Before | b. After | c. Until | d. Since |
| 16. a. fairly | b. properly | c. nearly | d. greatly |

- | | | | |
|------------------|-------------|-------------|-------------|
| 17. a. Whenever | b. Although | c. While | d. Whether |
| 18. a. I'm | b. That's | c. He's | d. You're |
| 19. a. idea | b. respect | c. choice | d. question |
| 20. a. energetic | b. patient | c. talented | d. diligent |

Test Reading 1 (2010 河北石家庄一模)

Let's do some sleep math. You lost two hours of sleep every night last week because of a big project due on Friday. On Saturday and Sunday, you slept in, getting four extra hours. On Monday morning, you were feeling so bright-eyed that you only had one cup of coffee, instead of your usual two. But don't be cheated by your energy. You're still carrying around a heavy load of sleepiness, or what experts call "sleep debt"—in this case something like six hours, almost a full nights' sleep.

Sleep debt is the difference between the amount of sleep you should be getting and the amount you actually get. It's a deficit (缺乏) that grows every time we skim some extra minutes off our nightly sleep. "People accumulate sleep debt gradually without being noticed," says William C. Dement, founder of the Stanford University Sleep Clinic. Studies show that such short-term sleep deprivation leads to a foggy brain, worsened vision, and trouble remembering. Long-term effects include obesity, insulin (胰岛素) resistance, and heart disease. A survey by the National Sleep Foundation reports that we're losing one hour of sleep each night — more than two full weeks of sleep every year.

The good news is that, like all debt, with some work, sleep debt can be repaid. Adding an extra hour or two of sleep a night is the way to catch up. For the long-term lack of sleep, take it easy for a few months to get back into a natural sleep pattern.

Go to bed when you are tired, and allow your body to wake you in the morning (no alarm clock allowed). You may find yourself catatonic (有紧张症的) in the beginning of the recovery cycle: expect to have ten hours shut-eye per night. As the days pass, however, the amount of sleeping time will gradually decrease.

So earn back that lost sleep—and follow the dictates of your innate (固有的) sleep needs. You'll feel better. "When you put away sleep debt, you become a superman," says Stanford's Dement, talking about the improved mental and physical capabilities that come with being well rested.

- If you have short-term sleep deprivation, _____.
 A. you can think and remember things clearly B. you can still see everything very clearly
 C. you can drive your car easily D. you may have a poor sight
- The example of sleep math is used to show _____.
 A. in what case you build up a sleep debt
 B. why you need six hours' sleep every night
 C. why you are full of energy even when you don't have enough sleep
 D. you should drink coffee to keep energetic when you don't have enough sleep
- The author begins Paragraph 3 with _____.
 A. an order B. a story C. a definition D. an example
- By saying the underlined sentence in the last paragraph, Dement means _____.
 A. a superman always needs a lot of sleep
 B. you will be in a good state with enough sleep
 C. you can become superman after you repay your debt
 D. You will become superman if you don't make up for sleep debt
- What might be the most suitable title for the passage?
 A. Can you catch up on lost sleep? B. How can you keep energetic?
 C. Can you have a good sleep? D. What is sleep debt?

Test Reading 2 (2007 福建)

Dogs wag (摇摆) their tails in different directions depending on whether they are excited and wanting to move forward or threatened and thinking of moving back, a study has found.

Researchers in Italy examined the tail wagging behavior of 30 dogs, catching their responses to a range of stimuli (刺激物) with video cameras. To conduct the study they chose 15 male dogs and 15 female ones aged between one and six years. The dogs were all family pets whose owners had allowed them to take part in the experiment at Bari University. The dogs were placed in a large wooden box with an opening at the front to allow for them to view various stimuli. They were tested one at a time.

The researchers led by Professor Giorgio Vallortigara of the University of Trieste found that when the dogs were shown their owners - a positive experience - their tails wagged energetically to the right side. When they were shown an unfamiliar human they wagged to the right, but with somewhat less enthusiasm. The appearance of a cat again caused a right-hand side wag, although with less intensity again. The appearance of a large unfamiliar dog, similar to a German shepherd, changed the direction of tail wagging to the left. Researchers supposed the dog was thinking of moving back. When the dogs were not shown any stimuli they tended to wag their tails to the left, suggesting they preferred company. While the changes in the tail wagging were not easily noticed without the aid of video, it was thought that the findings could help people judge the mood (心情 恣恣恣恣) of dogs. Computer and video systems, for example, could be used by professional dog trainers to determine the mood of dogs that they were required to approach.

1. The video cameras were used to catch the dogs' responses because _____.
 A. it was easier to catch the dogs' response changes in the tail wagging
 B. the dogs were put in the wooden boxes and tested one at a time.
 C. they enabled the dogs' owners to know about their dogs' habit
 D. the dogs wagged their tails in different directions when they were in different moods
2. The underlined word "intensity" in the passage means _____.
 A. surprise B. worry C. excitement D. interest
3. When there are no stimuli, a dog will _____.
 A. wag to the left B. wag to the right C. not wag at all D. wag to the left and then to the right
4. The underlined word "they" refers to _____.
 A. the dogs B. the trainers
 C. the systems D. the researchers
5. The purpose of doing the experiment is _____.
 A. to train dogs for their owners B. to help people judge the mood of dogs
 C. to help dogs find company D. to help people choose their pet dogs

Test Reading 3 (2010 重庆)

Sitting on the peaceful coast of Galapagos Islands, Ecuador, watching the sun move quietly into the sea, you shouldn't forget that Charles Darwin (1809-1882) arrived here in 1835. He stayed on the islands for five weeks, observing various animals. This finally inspired (启发) his famous work, *On the Origin of Species*. You can certainly follow Darwin's footsteps and enjoy a trip from four to seven days to the islands.

The most well-known animals of the Galapagos is the giant tortoise (巨型海龟), which can be seen moving slowly around the highlands of Santa Cruz, the second largest island in the archipelago (群岛). Some of these creatures are so old that they might have been in their youth by Darwin himself.

Despite strict control over activities and timing, your stay on the Galapagos will be remembered as a chain of incomparable pictures; diving with sea lions that swim and play within

inches of you; feeling small sharks touch your feet as you swim; and most magically, seeing a whale and her baby surface with a great breath of air.

Travelling between the islands and observing the wildlife that so inspired Darwin, so you will feel as though you are getting a special view of an untouched world. At night you will sleep on board the ship, leaving the wildlife in complete occupation of the islands, which are as undisturbed now as they have been since the beginning of time.

1. What do we know about Darwin's visit to the islands?
 - A. He studied different creatures on the islands
 - B. He completed his famous book on the islands
 - C. He was touched by the geography of the islands
 - D. He was attracted by well-know animals of the islands
2. Which of the following plays a role in making the islands "a paradise for wildlife"?
 - A. Animals on the islands feed on grass.
 - B. Local government forbids killing wildlife.
 - C. People cannot visit the islands as they wish.
 - D. tourists are not allowed to touch the animals.
3. Your stay on the islands will be most impressive mainly because of _____.
 - A. The beautiful sea views
 - B. Darwin's inspiring trip
 - C. a closer view of animals
 - D. various daring activities
4. Which of the following would be the best title for the passage?
 - A. A Unique Attraction for wildlife Lovers
 - B. Galapagos as a Paradise for Adventures
 - C. Charles Darwin as a symbol of Galapagos
 - D. A successful Example of wildlife protection

Writing

Science and religion are often described as different ways of seeing and thinking about the world. If they have a similar purpose (目的), how are science and religion different? Is one of them a better way to see/think about the world? Why or why not?

Vocabulary 3: Technology and Inventions

What is technology?

What kinds of technology do we use every day? By yourself, think of as many examples as you can in two minutes.

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Twenty years in the future, what kinds of technology do you think people will have invented? Think of at least three things.



What kinds of technology do you want people to invent? Think of one invention that you would really love to see. Draw a picture and write five sentences (in the future tenses).

Match the words below to the sentences in which they fit best

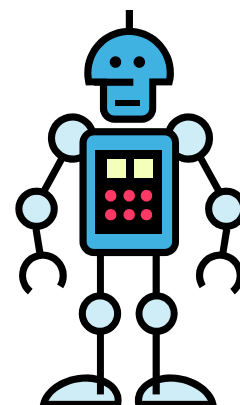
- | | |
|---|---|
| 1. Technology (n) | ___ The king was very ___ (adj); nobody ever told him “no”. |
| 2. Data (n) | ___ The machine works ___ (adv); you don't have to do anything, it goes by itself. |
| 3. Download (v) | ___ The computers which send ships into space are very advanced ___ (n) |
| 4. Automatic (adj), automatically (adv) | ___ Can you go ___ (adv) on your phone? |
| 5. Manual (adj), manually (adv) | ___ Microsoft Word is a computer ___ (n) |
| 6. Progress (n, v) | ___ On the weekends, many students enjoy going to the ___ (n) cafe. |
| 7. Invent (v), invention (n) | ___ When you are on the internet, you visit different ___ (n). |
| 8. Breakthrough (n) | ___ Over the past 100 years, our ___ (n) in science and technology has been rapid. |
| 9. Power (n, v), powerful (adj) | ___ QQ is an instant message ___ (n). |
| 10. Control (v, n) | ___ Darwin's theory of natural selection (自然选择学说 རང་བྱུང་འདེམ་བཞོད་སྒྲུབ) was a great scientific ___ (n). |
| 11. Program (n) | ___ I can't ___ (v) this experiment – it's starting to explode! |
| 12. Software (n) | ___ He is not an ___ (adj) man – he always lies, cheats and steals. |
| 13. Ethics (n), ethical (adj) | ___ Do not ___ (v) QQ on this computer!\ |
| 14. Internet (n) | ___ He ___ (v) a machine to help people fly |
| 15. Online (adj, adv) | ___ The craftsmen worked ___ (adv), not automatically. |
| 16. Website (n) | ___ The ___ (n) shows that Xining's air is very polluted. |

Reading: Technology and Ethics

Over the past one hundred years, our progress in science and technology has been truly amazing. It was less than 100 years ago that the first men flew in airplanes. Since that time, we have made one technological breakthrough after another. Not long ago, information was difficult to find. But now we can look up any information we need online, on the millions of websites that make up the internet.

One hundred years ago, most things were done by hand - manually. Now, we have machines that can do nearly anything for us automatically. In industry (工业 བསྐོལ་ལས), manual jobs are getting fewer and fewer as machines take over work that people used to do.

What new technology and inventions will transform (变革 གསར་བཅུ་བྱེ) our lives in the future? Many people think that the world of the future will be one of powerful



computers that can process (处理 ཐག་གཅོད) data incredibly quickly. By 2050, some people say, we will have invented computers that drive our cars and motorcycles for us, fly airplanes for us, and even do all of our work for us. Inside these computers will not be a thinking mind, however - only different types of computer programs, just like the software we use today but much more advanced.

But by 2050, will we have replaced everything that people do today with machines? This idea has brought up ethical issues. Can we trust machines? Should we put our trust in technology – machines controlled by downloaded software rather than the human mind? And on the subject of control, will we be able to control the things we create?

Many horror movies have shown us the dangers of reckless progress in technology for its own sake. But soon technology will have become so advanced that these fears have some basis (原因 ལུ་རྟེན) in reality. By 2050, what will have happened in the world? What will we have invented and what will humanity have become?

Reading Comprehension Questions

- What does the author say he is amazed by?
 - technological advancement
 - scientific study
 - societal progress
 - artistic breakthroughs
- Which of the following does the passage NOT say is improving?
 - technology in general
 - automatic machines
 - factory workers' situations
 - computers
- From the passage, what could we infer (推断 དཔྱད་ཞིབ) life was like 100 years ago?
 - less work
 - more work
 - convenient
 - painless
- What does the author say will likely have happened by 2050?
 - we will have replaced everything that people do today with machines
 - we will have invented incredibly powerful computers to do our work
 - we will have lost control to machines
 - we will have put our trust in technology
- What is the author worried about?
 - we trust machines too little
 - we invent too much new technology
 - we trust machines too much
 - we invent too little new technology
- What is the ethical question the author asks?
 - should we trust people?
 - should we make more machines?
 - should we trust machines the same way we trust people?
 - should machines and people be treated the same?
- What is the author's tone (语气 སྐད་གདངས) in the passage?
 - interested, then arguing
 - focused, then surprised
 - frightened, then upset
 - amazed, then concerned
- What new technologies will we have created by 2050? What will the world have become? What problems will we be facing? (50-100 words)



Grammar: Future Perfect

- ☐ By 2050, we will have discovered a cure for cancer.
- ☐ By the time I get to the restaurant, they will have finished eating.
- ☐ By next July, Billy and Yang will have been boyfriend-girlfriend for three years!

We use the future perfect to describe _____.

- ☐ Future perfect = will have + PP: _____ (learn).
- ☐ Often used in the same sentence as “by + time phrase” “by the time” “in + time phrase” “when” or (less often) “before”, and the simple present.

I will graduate in June. I will see you in July. By the next time I see you, I will have graduated.

将来完成时表示在将来另一个时间或事件之前将已经完成的一项活动。

མ་འོངས་པ་ནི་མ་འོངས་པའི་ནང་དུ་དུས་ཚིག་གཞན་ཞིག་གསལ་དག་ཞིག་སྒྲུབ་ཅིང་ཕྱི་ཕྱི་མཁའ་ལ་འགྲུལ་སྒྲོལ་བ་ལྟེན་པ་ལ་ཟེར།

Remember – in future sentences only the main verb is in a future tense! It is very common when using the future perfect to see the simple present in the same sentence after “when” or “by the time” [when/by the time + simple present], [future perfect] མཉམ་འཛིན་དགོས་སྟེ། མ་འོངས་པ་སྟོན་པའི་ཚིག་གྲུབ་ཀྱི་ནང་དུ་གི་བྱ་ཚིག་གཙོ་བོ་ནི་དེ་པར་དུ་མ་འོངས་པའི་ནང་པ་ཡིན་དགོས། དེ་ནི་མ་འོངས་པ་བྱས་ཟིན་པ་བཞག་པའི་སྐབས་དང་སྤྱིར་བཏང་ད་ལྟའི་སྐབས་སུ་ཚིག་དུམ་གཅིག་འདྲའི་ནང་དུ་ནམ་ཞིག་དང་ཞོར་དུ་ཡི་རྒྱུ་བཞག་པ་རེད། དཔེར་ན། [when/by the time + simple present], [future perfect]

- ☐ By the time I arrive, they will have finished eating.

Draw the future perfect on the timeline below:



Exercise 1: Complete the dialogues by following the model below (speaking)

A: I will finish my homework tomorrow morning so I can relax in the afternoon.
 B: Oh really? I'll make sure I finish first. By tomorrow afternoon, I will have finished my homework already.



1. Walk the dog



2. Come home from work



3. Work at the restaurant



4. Study for the test



5. Prepare for the dinner party



6. Fix the car



7. Go shopping



8. Practice for the competition



9. Exercise



10. _____

Exercise 2: Complete the sentences below using the future simple or future perfect.

1. Tomorrow I _____ (travel) to Lhasa to visit Tashi's uncle.
2. By the time he turns thirty, Norman _____ (travel) to Lhasa.
3. In a few years, Jackson _____ (marry) a beautiful woman.
4. Next December, Emily _____ (turn) thirty years old.
5. By next January, Emily _____ (turn) thirty years old.
6. When we go to Lanzhou tomorrow, we _____ (take) the train.
7. I _____ (plan) a party for next weekend.
8. By the time I arrive, they _____ (eaten).
9. It _____ (snow) on Tuesday.
10. By Tuesday night, it _____ (snow) one meter!

Exercise 3: Complete the sentences below with the future perfect, simple future or simple present.

1. By the time I _____ (finish) the test, the other students _____ (already/go) home.
2. Next weekend, I _____ (study) English very hard.
3. By the time Tom _____ (start) working at the school, he _____ (already/graduate) university.
4. Rachel usually _____ (eat) apples for lunch.
5. Lauren _____ (leave) home when she turns 18.
6. But I think Lauren _____ (return) home by the time she turns 19.
7. By the time they _____ (be) eighty, my grandparents _____ (close) their restaurant.
8. When _____ (we/eat) dinner tonight?
9. By the time you are old, where do you think you _____ (travel) in your life?
10. Nate eats yogurt every day. By the time he _____ (leave) for university, he _____ (spend) 2000 RMB on yogurt!

Grammar: Gerunds and Infinitives

A gerund is the -ing form of a verb which is used like a _____. It is often used as the subject or object of a sentence.

- ☐ Driving a motorcycle to Zeku is convenient, but it can also be dangerous.
- ☐ I don't like watching TV.

Gerunds are the only kind of verb that can follow prepositions:

- ☐ I read a book about becoming a better student.
- ☐ I'm interested in trying thankga painting.
- ☐ He'll come after finishing his homework.
- ☐ He was arrested by the police for driving too fast.

Some verbs are usually followed by a gerund:

Acknowledge, admit, appreciate, avoid, carry on, consider, defer, delay, deny, detest, dislike, endure, enjoy, escape, excuse, face, feel like, finish, forgive, give up, can't help, imagine, involve, leave off, mention, mind, miss, postpone, practice, put off, report, resent, risk, can't stand, suggest

- ☐ I gave up eating junk food.
- ☐ I feel like seeing a movie.

Exercise 1: Make sentences with gerunds from the words below

1. I / enjoy / go / to movies

2. He / arrive / after / finish / his / food

3. Play / basketball / be / his favorite activity

4. By / work / hard / we / can / improve

5. Fight / other students / not be / allowed

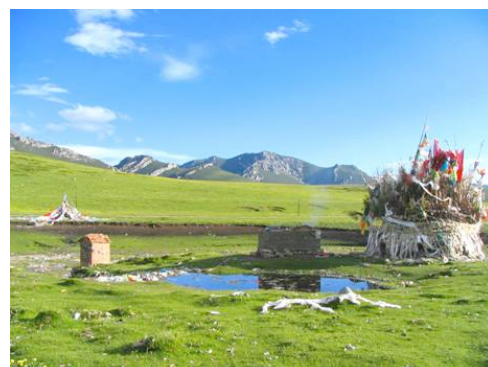
6. He / miss / herd / sheep / in the grassland

7. Bob / not feel like / work / today

8. You / interested / in / go / to Dobden / today ?

An infinitive is the _____ form of a verb. It is often used with another verb to talk about a feeling or intention (something you plan to do)

- ☐ I like to eat yogurt.
- ☐ I plan to have a picnic this weekend.
- ☐ I hope to become a doctor.
- ☐ I want you to go to town to buy food.



Infinitives also follow some adjectives and nouns (again, usually when describing feeling or intention)

- ☐ I'm excited to travel to Henan this weekend.
- ☐ She was happy to hear about her friend's marriage.
- ☐ I made a decision to study hard this semester.
- ☐ She got permission to go to the bathroom.

We also use infinitives to talk about the purpose of an action.

- ☐ I exercise to stay healthy.
- ☐ I study English to communicate with people from around the world.

Exercise 2: Make sentences with infinitives from the words below

1. I / want / go / to / Henan / this / summer

2. Lobsang / be [simple future] / happy / hear / the news

3. What / you / hope / become / in the future / ?

4. Why / you / want / study / in Canada / ?

5. You / must / be / excited / work / in Yushu next year.

6. David / like / play / badminton / every day

7. I / wish / you / like [simple past] / hang out / with me

Some verbs can be followed by a gerund OR an infinitive.

begin, can't stand, continue, forget, hate, intend, like, love, prefer, propose, remember, start, stop, try

Be careful! Some verbs, such as stop, remember and forget, can be followed by a gerund or infinitive – but the meaning will be different!

- ☐ She stopped eating ice cream. [she doesn't eat any ice cream any more]
- ☐ She stopped to eat ice cream. [she stopped for a minute to eat]
- ☐ I forgot writing that letter. [I wrote it, but then forgot that I had written it]
- ☐ I forgot to write that letter. [I didn't write it because I forgot]
- ☐ He remembered going to that store. [he first went to the store, then remembered that he had gone there]
- ☐ He remembered to go to the store. [he remembered to go, then went]

Exercise 3: Complete the conversations by following the model below (speaking)

A: Do you enjoy playing basketball?

B: No, I don't. I prefer to play baseball whenever I have free time.

A: When did you begin to play baseball?

B: I started playing when I was very young.

1. play piano, play the tuba
2. make dumplings, make noodles
3. study math, study Tibetan
4. write poetry, write short stories
5. sing, dance
6. make cheese, make yogurt
7. work as a shopkeeper, work as a nurse
8. learn French, learn Hindi

Exercise 4: Susan and Ben are having an argument. Susan wants to travel this summer, but Ben is not so excited. For each verb, one speaker uses the infinitive and the other uses the gerund

	Susan	Ben
Travel	I really enjoy _____.	Really? I don't really want _____ any more.
See	I'd love _____ more of Europe.	I've seen a lot of it, and I don't feel like _____ any more.
Be	But don't you hate always _____ at home?	Not really – this summer, I just want _____ here and relax.
Experience	But don't you want _____ Europe.	Not really. Unlike you, I'm not afraid I'll miss _____ anything.
Earn	Or we could move abroad! Don't you aim _____ more money someday?	No, again – I don't mind not _____ a lot of money. We have enough as it is.
Go	But I really couldn't stand not _____ anywhere this summer! It's so hot here!	I won't promise _____ anywhere, but maybe we can take short a trip to the beach.
Stay	So you're really imagining _____ here all summer.	I hope _____ for as long as possible. I like it here at home.
Set up	Well, I've decided that you need a change. I think it would be nice _____ home in a new country.	Are you crazy? _____ home abroad would be awful!
Live	Well if you're unwilling, maybe I'll go. I've suggested _____ apart from each other for a while.	That's not a bad idea. If you've already decided _____ abroad, maybe we should take a break in our relationship!

Exercise 5: Complete the story by matching the first part of each sentence with its correct ending

- | | |
|---|----------------------------|
| 1. One beautiful night, I went to the school dance | ___ to date |
| 2. I wanted to ask her | ___ going to the bar |
| 3. She was very happy, saying that she had dreamed of | ___ to be alone |
| 4. So the next day we started | ___ to be my girlfriend |
| 5. For a while, we truly enjoyed | ___ to date Drolma |
| 6. But one day, Drolma started | ___ to see someone else |
| 7. She said she wanted | ___ to marry |
| 8. Then, at the bar, I saw that she had started | ___ to meet Drolma |
| 9. I was sorry I had ever decided | ___ closing her door to me |
| 10. Then she left me, and I felt sad about | ___ being alone |
| 11. But soon I met someone else by | ___ being together |
| 12. And this girl was the one I eventually decided | ___ being my girlfriend |

Exercise 6: Complete the following sentences with infinitives or gerunds

- Do you like _____ (play) tennis? I've wanted _____ (learn) how to play for a long time, but _____ (learn) tennis seems difficult.
- I'm studying hard _____ (improve) my English. By _____ (improve) my English, I hope _____ (pass) the TOEFL and study abroad in the future.
- _____ (plant) trees can be hard work, but by _____ (do) it we can learn _____ (protect) our natural environment.
- Tsering can't stand _____ (work) in an office, so she became a forestry worker (林业人员 རྒྱལ་སྤྱོད་ལས་ཁུངས་) in order _____ (work) outside.
- Are you excited _____ (travel) to Lhasa this holiday? I am – I really like _____ (travel) by train. _____ (go) to Lhasa will be an exciting adventure!
- _____ (hike) in Golog is a fun way to experience the region's beauty, but I can't help _____ (notice) that the grassland is becoming drier and drier.
- If you hope _____ (study) in university someday, you must continue _____ (work) hard.
- A famous singer came to Rebong _____ (visit) my school. He was excited _____ (visit) because he had never been here before. _____ (meet) him was the most exciting day of my life, and I hope _____ (meet) him again soon.
- I'm not at home...I've gone out _____ (buy) some vegetables.
- When I'm finished my math homework, I'll start _____ (work on) my English assignment.
- _____ (write) is not something that I enjoy. But even if I don't feel like _____ (write), I have _____ (write) for school.
- How do you feel about _____ (ride) my motorcycle to Zeku tomorrow morning? It will be fun _____ (have) a picnic there!
- I will come _____ (visit) you after _____ (eat) lunch. I'm interested in _____ (hear) about your trip to Lhasa.

14. I'm ready _____ (go) to bed. If you don't want _____ (turn off) the lights, that's OK – I'm so tired that _____ (fall) asleep will be very easy!

15. _____ (read) story books is nice, but I prefer _____ (read) poetry and I always feel like _____ (read) magazines.

Special Topic: Crazy Japanese Inventions

An upside-down umbrella to collect drinking water? Tiny mop (拖把 འདྲིད་ཕྱིས) slippers (拖鞋 འདྲིད་ལྷམ) so cats and dogs can help clean the house for you? A boyfriend-girlfriend pillow so that you don't feel so alone at night? These are just some of the chindogu, or absurd inventions, that some curious Japanese inventors have created.



First created by inventor Kenji Kawakami in the 1980's, Chindogu is an idea that combines Japanese cleverness and inventiveness with their love of strange and absurd things. Kawakami sees chindogu as a kind of sport, where the goal is to make the strangest inventions possible. The game is pointless, though, as there is no winner. The only outcomes are the strange inventions themselves.

The game has simple rules. A chindogu invention must be both useful and useless at the same time. It must have a real purpose, though the purpose may be ridiculous. The invention must be made but doesn't have to be sold. However, many chindogu have been sold as joke items, and have become increasingly popular in Japan and abroad. Since the birth of chindogu in the 1980's, the concept has become a popular activity in Japan, as well as part of the Japanese national identity. Now, when many people think of Japan, they think of robots, sushi (寿司), and a lot of strange and crazy useless inventions.

Upside-down (adj) 倒置, 颠倒 ཕྱིར་བསྐྱོར་བ།

Collect (v) 采集, 收集 འཚོལ་བཟུ།

Absurd (adj) 荒谬, 荒诞 བྱུངས་མེད།

Ridiculous (adj) 荒谬的 ལྷུ་མཚན་མེད་པ།

Goal (n) 目标 དམིགས་ལུལ།

Pointless (adj) 无意义的, 无畏 རོན་སྤྱོད་མེད་པ།

Useful (adj) 有用的 བཀོལ་སྤྱོད་ཡོད་པ།

Useless (adj) 无用的, 徒劳的, 无能的 བཀོལ་སྤྱོད་མེད་པ།

Concept (n) 概念 མཚན་ཉིད།

Identity (n) 身份, 认同 ཐོབ་ཐང་། ཁོས་ལེན།

Reading Comprehension Questions

1. What are chindogu?
 - a. useful new things b. useless new things c. Japanese people d. Japanese identity
2. What are the "rules" of chindogu?
 - a. they must be sold b. they can't be sold
 - c. they must have no real purpose d. they must have a real purpose
3. What does the author compare chindogu to?
 - a. a meal b. an athletic activity c. a festival d. a culture
4. What does the author NOT say defines the Japanese national identity?
 - a. a food b. a sport c. inventions d. technology
5. On a separate piece of paper, draw your own chindogu. First, you must think of a purpose for the invention. Then draw the invention itself and write five sentences to advertise it to people who may want to buy it.

Cloze: Inventors of the Industrial Revolution (2011 广东仿真模拟考)

A land free from destruction, plus wealth, natural resources, and labor supply - all these were important 1 in helping England to become the center for the Industrial Revolution. 2 they were not enough. Something 3 was needed to start the industrial process. That "something special" was men - 4 individuals who could invent machines, find new 5 of power, and establish business organizations to reshape society.

The men who 6 the machines of the Industrial Revolution 7 from many backgrounds and many occupations. Many of them were 8 inventors than scientists. A man who is a 9 scientist is primarily interested in doing his research 10. He is not necessarily working 11 that his findings can be used.

An inventor or one interested in applied science is 12 trying to make something that has a concrete use. He may try to solve a problem by 13 the theories 14 science or by experimenting through trial and error. Regardless of his method, he is working to obtain a 15 result: the construction of a harvesting machine, the burning of a light bulb, or one of 16 other objectives.

Most of the people who 17 the machines of the Industrial Revolution were inventors, not trained scientists. A few were both scientists and inventors. Even those who had 18 or no training in science might not have made their inventions 19 a groundwork had not been laid by scientists years 20.

- | | | | |
|------------------|-----------------|----------------|----------------|
| 1. A. cases | B. reasons | C. factors | D. situations |
| 2. A. But | B. And | C. Besides | D. Even |
| 3. A. else | B. near | C. extra | D. similar |
| 4. A. generating | B. effective | C. motivating | D. creative |
| 5. A. origins | B. sources | C. bases | D. discoveries |
| 6. A. employed | B. created | C. operated | D. controlled |
| 7. A. came | B. arrived | C. stemmed | D. appeared |
| 8. A. less | B. better | C. more | D. worse |
| 9. A. genuine | B. practical | C. pure | D. clever |
| 10. A. happily | B. occasionally | C. reluctantly | D. accurately |
| 11. A. now | B. and | C. all | D. so |
| 12. A. seldom | B. sometimes | C. all | D. never |
| 13. A. planning | B. using | C. idea | D. means |
| 14. A. of | B. with | C. to | D. as |
| 15. A. single | B. sole | C. specialized | D. specific |
| 16. A. few | B. those | C. many | D. all |
| 17. A. proposed | B. developed | C. supplied | D. offered |
| 18. A. little | B. much | C. some | D. any |

- | | | | |
|------------|---------|------------|-----------|
| 19. A. as | B. if | C. because | D. while |
| 20. A. ago | B. past | C. ahead | D. before |

Test Reading 1 (2011 辽宁)

About 21,000 young people in 17 American states do not attend classes in school buildings. Instead, they receive their elementary and high school education by working at home on computers. The center for Education Reform says the United States has 67 public "cyberschools" and that is about twice as many as two years ago.

The money for students to attend a cybersechool comes from the governments of the states where they live. Some educators say cyberschools receive money that should support traditional public schools. They also say it is difficult to know if students are learning well.

Other educators praise this new form of education for letting students work at their own speed. These people say cyberschools help students who were unhappy or unsuccessful in traditional schools. They say learning at home by computer ends long bus rides for children who live far from school.

Whatever the judgment of cyberschools, they are getting more and more popular. For example, a new cyberschool called Commonwealth Connections Academy will take in students this fall. It will serve children in the state of Pennsylvania from ages five through thirteen.

Children get free equipment for their online education. This includes a computer, a printer, books and technical services. Parents and students talk with teachers by telephone or by sending emails through their computers when necessary.

Students at cyberschools usually do not know one another. But 56 such students finished studies at Western Pennsylvania Cyber Charter School recently met for the first time. They were guests of honor at their graduation.

1. What do we know from the text about students of a cyberschool?

- A. They have to take long bus rides to school.
- B. They study at home rather than in classrooms.
- C. They receive money from traditional public schools.
- D. They do well in traditional school programs.

2. What is a problem with cyberschools?

- A. Their equipment costs a lot of money.
- B. They get little support from the state government.
- C. It is hard to know students' progress in learning.
- D. The students find it hard to make friends.

3. Cyberschools are getting popular because...

- A. they are less expensive for students
- B. their students can work at their own speed
- C. their graduates are more successful in society
- D. they serve students in a wider age range

4. We can infer that the author of the text is...

- A. unprejudiced in his description of cyberschools
- B. excited about the future of cyberschools
- C. doubtful about the quality of cyberschools
- D. disappointed at the development of cyberschools

Test Reading 2 (2011 山东)

Since the 1970s, scientists have been searching for ways to link the brain with computers. Brain-computer interface (BCI) technology could help people with disabilities send commands to machines.

Recently, two researchers, Jose Milan and Michele Tavella from the Federal Polytechnic school in Lausanne, Switzerland, demonstrated (展示) a small robotic wheelchair directed by a person's thoughts.

In the laboratory, Tavella operated the wheelchair just by thinking about moving his left or right hand. He could even talk as he watched the vehicle and guided it with his thoughts.

"Our brain has billions of nerve cells. These send signals through the spinal cord (脊髓) to the muscles to give us the ability to move. But spinal cord injuries or other conditions can prevent these weak electrical signals from reaching the muscles," Tavella says. "Our system allows disabled people to communicate with external world and also to control devices."

The researchers designed a special cap for the user. This head cover picks up the signals from the scalp (头皮) and sends them to a computer. The computer interprets the signals and commands the motorized wheelchair. The wheelchair also has two cameras that identify objects in its path. They help the computer react to commands from the brain.

Prof. Milan, the team leader, says scientists keep improving the computer software that interprets brain signals and turns them into simple commands. "The practical possibilities that BCI technology offers to disabled people can be grouped in two categories: communication, and controlling devices. One example is this wheelchair."

He says his team has set two goals. One is testing with real patients, so as to prove that this is a technology they can benefit from. And the other is to guarantee that they can use the technology over long periods of time.

1. BCI is a technology that can _____.
 A. help to update computer systems
 B. link the human brain with computers
 C. help the disabled to recover
 D. control a person's thoughts
2. How did Tavella operate the wheelchair in the laboratory?
 A. By controlling his muscles.
 B. By talking to the machine.
 C. By moving his hand.
 D. By using his mind.
3. Which of the following shows the path of the signals described in Paragraph 5?
 A. scalp→computer→cap→wheelchair
 B. computer→cap→scalp→wheelchair
 C. scalp→cap→computer→wheelchair
 D. cap→computer→scalp→wheelchair
4. The team will test with real patients to...
 A. make profits from them
 B. prove the technology useful to them
 C. make them live longer
 D. learn about their physical condition
5. Which of the following would be the best title for the text?
 A. Switzerland, the BCI Research Center
 B. New Findings About How the Human Brain Works
 C. BCI Could Mean More Freedom for the Disabled
 D. Robotic Vehicles Could Help to Cure Brain Injuries

Test Reading 3 (2011 江西)

Why should mankind explore space? Why should money, time and effort be spent exploring and researching something with so few apparent benefits? Why should resources be spent on space rather than on conditions and people on Earth? These are questions that, understandably, are very often asked.

Perhaps the best answer lies in our genetic makeup (基因构成) as human beings. What drove our ancestors to move from the trees into the plains, and on into all possible areas and environments? The wider the spread of a species, the better its chance of survival. Perhaps the best reason for exploring space is this genetic tendency to expand wherever possible.

Nearly every successful civilization has explored, because by doing so, any dangers in surrounding areas can be identified and prepared for. Without knowledge, we may be completely destroyed by the danger. With knowledge, we can lessen its effects.

Exploration also allows minerals and other potential (潜在的) resources to be found. Even if

we have no immediate need of them, they will perhaps be useful later. Resources may be more than physical possessions. Knowledge or techniques have been acquired through exploration. The techniques may have medical applications which can improve the length or quality of our lives. We have already benefited from other spin-offs including improvements in earthquake prediction, in satellites for weather forecasting and in communications systems. Even non-stick pans and mirrored sunglasses are by-products (副产品) of technological developments in the space industry!

While many resources are spent on what seems a small return, the exploration of space allows creative, brave and intelligent members of our species to focus on what may serve to save us. While space may hold many wonders and explanations of how the universe was formed or how it works, it also holds dangers. The danger exists, but knowledge can help human being to survive. Without the ability to reach out across space, the chance to save ourselves might not exist.

While Earth is the only planet known to support life, surely the adaptive ability of humans would allow us to live on other planets. It is true that the lifestyle would be different, but human life and cultures have adapted in the past and surely could in the future.

1. Why does the author mention the questions in Paragraph 1?

- A. To express his doubts.
- B. To compare different ideas.
- C. To introduce points for discussion.
- D. To describe the conditions on Earth.

2. What is the reason for exploring space based on Paragraph 2?

- A. Humans are nature-born to do so.
- B. Humans have the tendency to fight.
- C. Humans may find new sources of food.
- D. Humans don't like to stay in the same place.

3. The underlined word "spin-offs" in Paragraph 4 probably refers to_____.

- A. survival chances
- B. potential resources
- C. unexpected benefits
- D. physical possessions

4. What makes it possible for humans to live on other planets?

- A. Our genetic makeup.
- B. Resources on the earth.
- C. The adaptive ability of humans.
- D. By-products in space exploration.

5. Which of the statements can best sum up the passage?

- A. Space exploration has created many wonders.
- B. Space exploration provided the best value for money.
- C. Space exploration can benefit science and technology.
- D. Space exploration may help us avoid potential problems on Earth.

Test Writing: How to write for tests

When writing for tests, it is important to use a standard format (格式 རྒྱུ་པ་):

- Introduction (介绍 རོ་སྒྲོན།) including your thesis/argument (论点 ཟུང་གཞི) if necessary
- Supporting examples/evidence/information (根据, 证据 བདེན་དབང།)
- Conclusion (结尾 མཇུག)

Look at the Test Reading above. It starts with an introduction which asks a question (Why should we explore space?). Then it lists a number of supporting examples (answers to the question; we should explore space because of X, Y, and Z). Finally there is a clear conclusion (space exploration is dangerous but is important for our species and may be necessary in the future).

Now, read the short question and essay below and underline the essay's thesis. Then, draw lines dividing the introduction, supporting examples, and conclusion of the essay.

Q: Are cyberschools good for children, or are they bad influences on children's education and development? (use approximately 100 words)

Some argue for cyberschools by suggesting they allow students more access (使用权) to education. But I would argue that cyberschools are bad influences upon children's education and development.

Many cyberschools are for-profit (盈利性的) and run by businessmen, not educators. These schools are known to provide poor education. Additionally, spending a lot of time in front of computer screens can cause health problems, from obesity to eye problems, and can slow the development of children's social skills.

In conclusion, cyberschools have many negative effects (影响) on children. Rather than giving a special learning experience for each individual student, these schools slow children's education and development.

What is the subject? _____.

What is the thesis/argument? _____.

What examples does the writer use? _____.

Now it's your turn. When you write for a test, it's very important to write neatly! The readers may spend less than ten seconds looking at your essay, and will grade a beautifully written essay higher than one that is ugly.

请根据以下提示，结合你校园生活中的一个事例，就与人合作这一话题，用英语写一篇短文。

Working in groups at school is an opportunity to learn more about teamwork. Teamwork shows us how other people's roles fit the purpose of the group, and it teaches us to be patient and how to respond to different people.

注意：□无须写标题，不得照抄英语提示语；

▣除诗歌外，文体不限；

▣内容必须结合校园生活中的一个事例；

▣文中不得透露个人姓名和学校名称；

▣词数为 100 左右。

Test Writing 2 (2011 江苏)

下面这幅照片展现了女儿为回家的妈妈拿包的情景。请根据你对这幅照片的理解用英文写一篇短文。你的短文应包含一下内容：

- 1、描述照片内容，如情景、人物、动作，等等；
- 2、结合自身实际，谈谈你的感想；
- 3、举例说明你能为家长减负做些什么。

注意：

- 1、可参照图中文字及下面文章开头所给提示，作必要的发挥想象。
- 2、词数 150 左右。开头已经写好，不计入总词数。
- 3、作文中不得提及考生所在学校和本人姓名。

The burden of students has been a hot topic for years, but the load of parents has received little attention, especially from their own children.



Unit 3: The Environment

Vocabulary 1: The Environment and Ecosystems

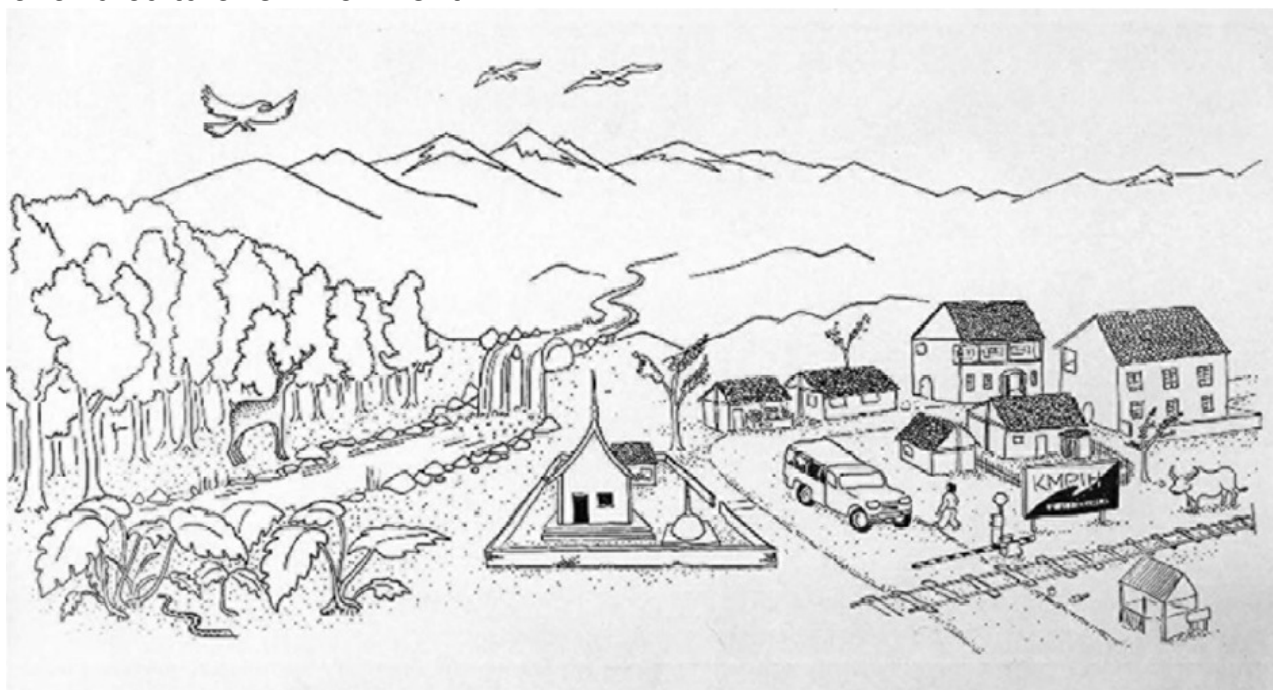
What is the environment? Write down as many things that you can think of that make up the environment.



The environment includes everything around us. When people talk about the environment, they are usually talking about the natural environment. The natural environment is the land, sea, air, water and all living things.

Cities, towns and villages are also environments. Everything made by people is called the built environment. The built environment includes many things such as houses, computers and plastic bags.

What about ideas, knowledge, religion, beliefs and languages? This is called the social and cultural environment.



Look at this picture. List the things that are part of the natural environment.

Now list the things that are part of the built environment.

Finally list the things that are part of the social and cultural environment.

Exercise 1: Put the words in the box under the headings below.

a yak, education, television, a tree, baozi, rain, Buddhism, Xining, the Tibetan Plateau, the Earth, a house, caterpillar fungus, Huangnan Prefecture, a marmot, soil, a village leader, the Tibetan language, Rongwo Gonpa monastery, paper, gold, electricity, a vulture.

Natural Environment	Built Environment	Social and Cultural Environment
a yak	a television	Education

What is an ecosystem? _____.

Complete the text using the words below. The first word is already finished.

Environment (n) 环境 ཁོར་ཡུག

Ecology (n) 生态, སྐྱེ་ཁམས 生态学 སྐྱེ་ཁམས་རིག་བཤམ་

Food web (n) 食物网 རས་རིགས་དྲ་རྒྱ

Predator (n) 捕食者 གཅན་གཟན།

Prey (n) 捕获, 猎物 བཟོན་བྱ།

Produce (v), producer (n) 促成, 产生 ཐོན་སྐྱེད།

Consume (v), consumer (n) 消费者 འཛད་སྤྱད་བཤམ་

Absorb (v) བསྐྱེད།

Biodiversity (n), biodiverse (adj) 生物多样化 སྐྱེ་དངོས་ལྡན་མང་ཅན།

Ecosystems (n) 生态系统 སྐྱེ་ཁམས་མ་ལག

Habitat (n) 栖息地 རྩི་ཤིང་དང་སྤོག་ཆགས་ཀྱི་རང་བྱུང་གནས་ཡུལ།

The science of _____ (n) is the scientific study of the environment (n).
As the environment is so big and complicated, ecologists often study one individual
_____ (n) - the community (社会, 集体 སྤྱི་ཚོགས།)

of living and non-living things in one particular place. The world has many types of ecosystems, from forests to grasslands to deserts. But all ecosystems have one thing in common: they are held together (结合在一起 མཉམ་གཅིག་ཏུ་བཞག་པ་) by food – by the simple fact that every living thing needs energy to stay alive, and must get this energy from the sun or from another living thing. The relationships between those who eat and those who are eaten make up a complex (复杂 ལྗག་འཛིང་།) network of energy that we call the _____ (n).

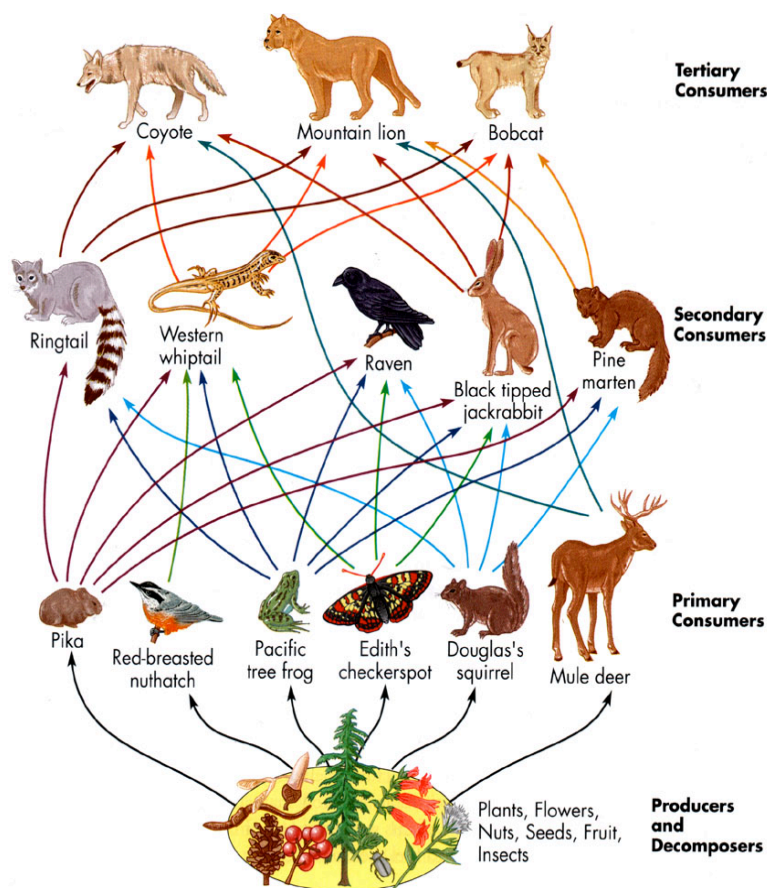
In all of the world's ecosystems, the sun is the source of all the energy in the food web. Plants then _____ (v) energy from the sun through their leaves. Because plants can _____ (v) their own energy from the sun, we call them producers. In a grassland ecosystem, for example, grass is the main producer.

Other living things then eat these plants and consequently (于是 དེའི་ཇེས་སྒྲུ།) take in the sun's energy. Any species (种 རིགས་) that eats another living thing – whether an animal or a plant – is called a _____ (n), because it gets energy not directly from the sun, but from consuming plants as their main energy source are called “primary” (first) consumers. In our grassland ecosystem example, primary consumers include sheep, yaks, pikas, and marmots.

Then these “primary” (first) consumers are themselves eaten by “secondary” consumers, who are then eaten by “tertiary” consumers. And the food web continues upwards, _____ (n, s) eating _____ (n), until we reach the highest level of consumers – those animals that eat nearly everything in the ecosystem, and themselves have no natural predators to hunt them. These “top-level predators” are animals such as wolves, tigers, bears, and sharks.

And now imagine a web made up of rivers and streams of energy, of species eating and being eaten – a web that includes all of the living things in an ecosystem. This is the food web, and this is what holds an ecosystem together.

But where do humans fit in? As humans can kill any animal we please, we are often considered to be top-level predators. In many ecosystems, we have killed off (灭杀 ཚར་གཅོད།) many species (especially the top-level predators) and reduced ecosystems' _____ (n). In addition, we have destroyed the place where they live - their _____ (n). And in doing so, we can not



only kill individual animals, but destroy whole ecosystems. For this reason, humans are truly at the top of the food web.

Reading Comprehension Questions

1. What is the study of the environment called?

a. geology b. ecosystem c. ecology d. food web

2. What are food webs?

3. What are producers, and how do they get energy?

4. Why are “producers” called “producers”?

5. What are consumers, and how do they get energy?

6. Consumers are called consumers because they _____

a. get energy directly from the sun b. get energy from humans

c. get energy from eating plants or animals c. get energy from ecology

7. What do we call the consumer at the top of the food web? Give two examples of this kind of consumer. _____

8. Where do you think humans are in the food web? Why?

9. How do humans (and our activities) often influence (影响 བྱུགས་ཀྱིན།) ecosystems?

10. What is biodiversity? Why is it important for ecosystems? (2 sentences)

11. When humans destroy habitat and kill off species, what may happen to an ecosystem? Give a real-life example if you can. (2 sentences or more)

12. Draw a food web of the ecosystem in your hometown (including the sun, producers, and different levels of consumers). Be careful and specific!

Exercise 2: Ecosystems: Match the words below to their meanings

Ecosystems (n)

A place with many trees is a _____.

- ☐ Forest (n) _____ ecosystems are very far north.
- deciduous (adj) The _____ is very dry and cold.
 - evergreen (adj) The _____ is very biodiverse.
 - (tropical) rainforest (n) Leaves fall every autumn in _____ forests.
- ☐ Marine (adj) Lakes and rivers are _____ ecosystems.
- coral reef (n) Places built by people are _____ ecosystems.
- ☐ Freshwater (n, adj) A _____ has no trees but a lot of grass.
- ☐ Wetland (n, adj) _____ ecosystems are in the ocean.
- ☐ Grassland (n) An _____ ecosystem is in the mountains.
- ☐ Desert (n) The trees are always green in _____ forests.
- ☐ Tundra (n) The ground is always wet in a _____.
 - arctic (adj) It almost never rains in a _____.
 - alpine (adj) You can find _____ in warm, shallow seas.
- ☐ Artificial, built (adj) These words are all types of _____.

Exercise 3: Complete the table with the ecosystems below

Ecosystem	What lives there? (3 examples)	How do people use it?	What problems does it face?
Evergreen forest	Bears, foxes, deer	Cutting trees for houses and firewood	People cutting too many trees (deforestation)
Grassland			
Desert			
Coral reef			
Tundra			
Wetland			

Reading: Top Predators needed for ecosystem health, study says

Top-level predators frighten the animals they hunt. But when a deer is being killed by a wolf, at least it can know that it's giving its life for the good of all.

A new study has found that ecosystems can collapse without top predators to control the populations of other species. This study is also a warning to humans, who often take top predators out of the food chain.

The top predators happily eat the consumers of the food web, explained study leader Neil Rooney of Canada's University of Guelph. "Top predators are like the controllers of the food web," Rooney told LiveScience. The top predator goes back and forth, eating different consumers and, consequently, controlling their population. This continuous hunting of the top consumers prevents a population from growing larger than the ecosystem can support. Removing a top predator can often disturb the gentle balance of an entire ecosystem.

If the top predator is completely removed, the populations of lower-level consumers will increase (as less animals are eaten) and then crash. Rooney calls this type of ecosystem a "boom and bust cycle," when one species' population boom ultimately means another will bust. Bigger booms mean increased chances of a bust.

"With each bust, the population gets very close to zero, and it's difficult to get back," he said.

Humans often play a role in starting boom and bust cycles by killing top predators. For example, after gray wolves were hunted almost to extinction in the United States, deer, elk, and other forest animals had complete freedom and started to have as many babies as fast as possible. These increased populations quickly ate up the plants that other consumers also relied on for food – and so, with not enough food for all, populations quickly crashed.

Ecosystems provide us with the food we eat and help produce clean air and water. But they're also fragile and work best when in a stable balance, scientists say.

"These are our life support systems," Rooney said. "We're relying on them. This study shows the importance of top predators and that we must be careful with how we deal with them."

Study (n) 研究 རྒྱུ་འཇུག

Collapse (v) 瓦解, 倒塌, 倒下 སེལ་བྱར་འཇོར་བ།

Consequently (adv) 于是 དེའི་རྗེས་སུ།

Disturb (v) 打扰, 弄乱, 使心烦 བར་ཆད་གཏོང་བ།
བསྐྱོད་པོ་བཟོ་བ།

Boom (v, n) 兴盛 ཚོང་རྒྱུ་ལ། བྱེད་པོ།

Bust (v, n) 破产, 打破, 坏 གཏོར་བརྒྱུག

Cycle (n) 循环 རེས་འཁོར།

Provide (v) 提供, 供应 འདོན་སྤྲོད།

Fragile (adj) 易损的, 纤巧, 薄弱的 གས་ཆག་སླ་པོ།

Stable (adj) 稳定的 བརྟན་པོ།

Balance (v, n), balanced (adj) 平衡 རྡོ་མཉམ

Reading Comprehension Questions

1. What are some top predators? Make a list below.

2. What does the author say humans can do to an ecosystem?

3. Why do we need top predators?

4. Why might many people want to kill top predators?

Grammar: Some, Any, Every + one/body, thing, where/place

Late last night, someone knocked on my door. I wasn't expecting anyone to come, so I didn't know who it was. The next day I asked everyone in my class if anyone had knocked on my door, but no one knew what I was talking about.

These rules apply to -one/-body (person), -thing (thing), and -where/-place (place)

- ☐ Somewhere = one place, used in positive sentences
 - Let's go somewhere warm for holiday.
- ☐ Anywhere = one place, used in negative sentences, questions, and sometimes with modals (could, would, should, will, may, etc.)
 - There are no pumpkins anywhere in Rebong. Are there pumpkins anywhere in Rebong?
- ☐ Everywhere = all places.
 - I searched everywhere but I couldn't find any pumpkins.
- ☐ Nowhere = no places.
 - There's nowhere to buy pumpkins today!

Exercise 1: Make sentences using the words below

1. something _____.
2. [negative]+anything _____.
3. [question] anything _____.
4. everything _____.
5. nothing _____.
6. everybody _____.
7. somebody _____.
8. nobody _____.

Exercise 2: Complete the story below using some/any/every/no + one/body/thing/place/where (you can use each more than once)

Late last night, my brother ran away from our house. I went outside to find him, but I couldn't see him _____. I searched _____ I could, but I still couldn't find him _____. I decided to give up and wait until morning.

Then I got a call on my cell phone – it was my brother! I yelled at him for running away - he could have gone _____ dangerous and gotten hurt. But he said he was OK – he was _____ warm and safe. He had run away because he had heard a strange noise coming from _____ outside the house, and had wanted to see what it was. But he soon got lost in the grasslands. He then decided to find _____ warm to spend the night rather than search _____ for our house. I scolded him



and told him not to be so silly; if he was _____ out in the grasslands, anything could have happened to him!

Exercise 3: Complete the sentences below with some/any/every/no + one/body/thing/place/where



1. He searched _____ (-where) for the hidden treasure but could not find it

_____ (-where).

2. Drolma couldn't find _____ (-one) to help her clean the bedroom.

3. All the students and teachers were eating dinner in the cafeteria - _____ (-one) except James, who had to do _____ (-thing) very important.

4. _____ (-body) is knocking at the door, but I didn't invite _____ (-body) to dinner tonight!

5. The rich man could have bought _____ (-thing) with his money; instead, he has chosen to give up _____ (-thing) he has to become a monk.

6. My girlfriend and I are doing _____ (-thing) tonight, but I don't know what – and she will decide what we do. I don't care – I'll do _____ (-thing) she wants.

7. _____ (-body) knows who killed John F. Kennedy.

8. Do you know _____ (-thing) about baseball?

9. I wish there was _____ (-thing) we could do to help you prepare for the party, but you said _____ (-thing) was already finished.

10. We couldn't find _____ (-body) to help plant trees on Tuesday; could _____ (-body) from this class volunteer?

11. There wasn't _____ (-thing) delicious to eat at the restaurant, so we decided to go _____ (-where) else.

12. Is there _____ (-where) in Rebgong you can buy pizza? I've looked _____ (-where) but I haven't found it.



Grammar: Place Clauses using where, there, and which

A clause (从句/ཚིག་མཚམས།) is a part of a sentence that gives information about a place, person, thing, time, event or activity.

ཚིག་མཚམས་སུ་ཡང་ན་ clause རི་ས་ཆ་དང་མི་སྣ། བྱ་བ། དོན་དག། བྱ་འགུལ་སོགས་ཀྱི་གནས་ཚུལ་ངོ་སྟོན་བྱེད་པའི་ཚིག་གྲུབ་ལ་ཟེར།

- ☐ The man who sells vegetables on Dehelong Nanlu is not friendly.
- ☐ The town where I grew up is a very beautiful place.
- ☐ The book which we use in math class is very difficult.

When we are talking about place, we use where, there, and which in different combinations (混合ཐུགས་སྒྲིལ། འདྲེས་པ།) with the verbs be (is/are/am) and have (have/has).

1. Where there + be + noun

- ☐ They went to the top of the mountain, where there were many yaks grazing.

1a. In which there + be + noun

- ☐ Sengeshong, in which there are several monasteries, is close to Rebgong

1b. Which + have + noun

- ☐ The grasslands, which have many beautiful flowers, are a great place to relax.

Where there+be+noun, in which there+be+noun, and which+have+noun all have the same meaning. They introduce a new piece of information about a place/thing to a sentence which is already complete. They are used when there are two clauses in the sentence and when the object of the description is a noun. (NB: 'in which' = where only in statements, not questions!)

- ☐ Example: _____.

2. Which + be + adjective/place word

- ☐ The school, which is very big, is located in Rebgong. I went to the school, which is in Rebgong.

Which + is/are introduces a new piece of information about a place/thing to a sentence which is already complete. They are used when there are two clauses in the sentence and when the object of the description is an adjective/place word.

- ☐ Example: _____.

3. In _____, there + be + noun

- ☐ In Zeku, there is a delicious restaurant. In Rebgong, where I study English, there is a beautiful monastery.

This is used to describe something about a place when the object of the description is a noun.

- ☐ Example: _____.

4. Place + where + action clause (S+V+O)

4a. Place + in which + action clause (S+V+O)

- ☐ The place where I was born is very beautiful. This weekend, I visited the town in which I worked last year. The restaurant where I ate dinner is not very delicious.

Where is used in questions with is/are. (Where are my books?) However, where or in which can be used to describe an action (something someone does) in a place.

- ☐ Example: _____.

Always remember:

- ☐ ~~There have~~ (EXCEPT for the present perfect "There have been many fights at school this year.")
- ☐ ~~Where have~~
- ☐ ~~In where~~
- ☐ ~~In there~~ (EXCEPT for talking about something that is clearly INSIDE of something else: "What is in the box?" "Some books are in there.")

Exercise 1: Complete the conversations following the model below (speaking)

A: My family's grasslands are more beautiful than your family's grasslands.

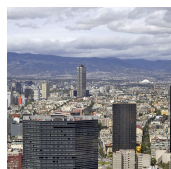
B: I don't think so. In my family's grasslands, there are beautiful mountains where/in which many yaks graze.

A: But my family's grasslands, where there are/which have beautiful mountains as well, also has amazing flowers.

B: Well that's fine, but it is only my family's grasslands which are known as the most beautiful in the world.



1. my village's monastery/
your village's monastery,
amazing temples, many
monks are praying, famous
caves



4. my city/your city, big
markets, people love to shop,
tall buildings



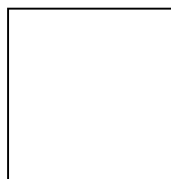
2. my hometown/your
hometown, beautiful parks,
children and adults love to
play, well-designed buildings



5. my family's home/your
family's home, large rooms,
family members can relax,
beautiful woodcarvings



3. my school/your school,
pleasant classrooms, many
students study, a beautiful
campus



6. _____

Exercise 2: Correct the mistakes in the passage below

In my hometown there have a beautiful grassland, where have many yaks and sheep. In there have many beautiful flowers, which the yaks and sheep love to eat. There have many herdsman in the grasslands. Sometimes, the herdsmen must leave the grasslands and go to town, where have many stores selling food and supplies. There also have many bars and dance clubs there they can go to have fun. Before they go back to the grasslands where herd their animals, the herdsmen always go to the monastery, where have many monks. There, they pray for good luck in the coming months.

Exercise 3: Complete the sentences using where there + be, which + have, which + be, there + be, where, or in which

1. My uncle lives in a massive house, _____ so many rooms that I can easily get lost!
2. Philadelphia, a city _____ many tall buildings and beautiful parks, is my hometown.
3. For ten years, she lived in Lhasa, _____ many famous buildings.
4. I have a very nice apartment. _____ five rooms : a bedroom, a sitting room, a kitchen, a bathroom, and a sunroom.
5. San Francisco, _____ many famous hills, is known as one of the most beautiful cities in the world. _____ many beaches in the city, _____ located on the ocean.
6. The dancer came out onto the stage and turned to face the audience, _____ many people clapping for him.
7. The first-year student dormitories are new buildings, _____ above the classroom building. Between the buildings _____ a courtyard.
8. Last week, I went to Zeku, _____ many vast grasslands.
9. Henan is the county _____ many of our students are from.
10. If you travel to Jianza, you must go to Kanbula Park, _____ many beautiful landscapes. In Kanbula, _____ (+ also) several famous monasteries.
11. In Xining, _____ Qinghai's biggest city, _____ several large markets.
12. Qinghai Lake, _____ both grasslands and deserts, is the largest lake in China.

Special Topic: Protecting the Snow Leopard

By WWF China (世界自然基金会འཛམ་གླིང་རང་བྱུང་ཐོན་སྐྱེད་ཆ་ཚོགས་པ།)

The snow leopard (雪豹 གཞེག།) lives in the high, cold mountains and of the Tibetan Plateau and Central Asia. The total population of the snow leopard is now about 4000 animals. About half of these are in China, mostly on the Tibetan Plateau and in the Himalaya (喜马拉雅山 རི་བོ་ཉི་མ་ལ་ཡ།).

As the top predator of Asia's high mountains, the snow leopard is important because it controls the populations and health of the wild species it preys on. While the Asiatic brown bears that live in the same region as the snow leopard mostly eat pikas, marmots, and found meat and plants, the snow leopard usually eats large animals caught alive – often sick or injured animals.

The main threat (威胁 འཛིགས་སྒྲུལ།) to snow leopards is increasing human population on the grasslands of the Tibetan Plateau. In addition, snow leopards are also at risk from hunters, who can sell snow leopard skins for more than several thousand dollars in the large cities of eastern China. Snow leopard bones are also increasingly being used in traditional Chinese medicine, while live snow leopard cubs,



often orphaned (孤儿 ད་ཕུག) by hunters, are also captured and sold to circuses (马戏团 ཏྲ་ཅིང་ཏྲ་ལག) and zoos, and have been known to cost up to 20,000 dollars each.

WWF China began trying to protect snow leopards on the Tibetan Plateau in 2006, with a survey (调查 ལྟ་ཞིབ།) that found an extremely high rate (率 ཚད།) of conflict (冲突, 矛盾 འགལ་ཁྲུ་འགལ་བ།)

) between livestock herders and snow leopards. Since that time, WWF China has given out information about snow leopard ecology and how herders can reduce and prevent loss of livestock to snow leopards, such as by not herding in snow leopard habitat, putting roofs on their livestock corrals (牲畜栏 ཕུགས་ར།), and guarding their sheep better. WWF has also created two wildlife-conflict compensation (赔偿金 སྤྱིན་ཚབ་དངུལ།) funds (基金 མ་སྤྲེའུ་རྩ།) that provide the poorest families with 25% compensation for livestock lost to snow leopards.



WWF China plans to continue its work in the Yangtze Source (长江源 འབྲི་ཆུའི་མགོ་ཁུངས།) region of Qinghai Province. The goal of this work is to reach all snow leopard areas of the Tibetan Plateau with the message that we need to protect these beautiful endangered (濒于灭绝 ཉེན་ཁུང་སྤོང་བ།) animals.

Source: WWF China: Snow Leopard, http://wwf.cn.panda.org/en/what_we_do/species/fs/snow_leopard/

Reading Comprehension Questions

1. Who wrote this passage, and what is the passage's purpose (why was it written)?

2. What does the author say is the snow leopard's role in the ecosystem?

3. What does the author say are the main threats to snow leopards?

4. What conflict does the author describe?

5. What does the author think about this conflict? Which side (一方 ཕྱགས་གཅིག) does he support?

5. What has WWF already done to protect snow leopards in this region?

6. Do you agree? What do you think should be done?

Cloze 1 (2011 甘肃)

When we talk about a wolf, we tend to describe it as a kind fierce creature. But is it really true that the wolf stands for devil and ugliness?

Have you read the book "The Wolf Totem" 《狼图腾》 by a famous writer Jiang Rong, which tells the story of the relationship between wolves and human beings? Have you ever 1 the wolves' world? If you had, you would 2 the wolves. In the book, wolves are heroes on the large grassland. They know more about 3 than humans. They can attack lambs without

disturbing their mothers. They also know how to 4 full use of the shape of land to 5 sheep. I believe that if wolves were humans, they would be 6 at fighting.

The wolf is a kind of special creature that can deeply understand 7. Each wolf serves its group with its heart and soul. A 8 wolf has little power, but a pack of wolves 9 nothing. All the wolves obey the rules. 10 they are defeated, they run away together. It is their teamwork 11 makes wolves powerful.

The wolves also have great self-preservation and won't 12 to anyone. The writer, who wrote the book "The Wolf Totem", 13 stole a one - month - old baby wolf and raised it very carefully. To his 14, he found the little wolf still wanted to go back with 15 wolves. The little wolf bit through the iron chain that limited it. The wolf was 16 and never gave up fighting 17 its death. It seemed that the little wolf died as a glorious fighter.

I was shocked by this kind of 18 wolves which are one of the most respected creature on the earth. I want everyone to look at wolves in a 19 way. They are our teachers. They show us how to survive and 20 this not simple but dangerous world. Please honor the wolves, please honor all these heroes of nature!

- | | | | |
|---------------------|--------------------|--------------------|-----------------|
| 1. A. talked about | B. walked into | C. thought about | D. cared for |
| 2. A. hunt | B. watch | C. draw | D. admire |
| 3. A. survival | B. life | C. food | D. plant |
| 4. A. get | B. make | C. have | D. take |
| 5. A. trap | B. avoid | C. fight | D. discover |
| 6. A. considerate | B. imaginative | C. creative | D. expert |
| 7. A. process | B. lifestyle | C. teamwork | D. control |
| 8. A. brave | B. single | C. lonely | D. fair |
| 9. A. fight | B. struggle | C. fail | D. fear |
| 10. A. Even if | B. As though | C. Even so | D. As for |
| 11. A. what | B. that | C. which | D. one |
| 12. A. turn in | B. break in | C. take in | D. give in |
| 13. A. just | B. once | C. soon | D. only |
| 14. A. satisfaction | B. sorrow | C. disappointment | D. pleasure |
| 15. A. rest | B. the other | C. another | D. others |
| 16. A. willing | B. worried | C. proud | D. eager |
| 17. A. although | B. until | C. before | D. unless |
| 18. A. selflessness | B. self-confidence | C. self-protection | D. self-respect |
| 19. A. different | B. curious | C. strange | D. humorous |
| 20. A. step on | B. set up | C. succeed in | D. get into |

Test Reading 1 (2011 上海)

<p>Humpback whales are sometimes called performers of the ocean. This is because they can make impressive movements when they dive. The name "humpback", which is the common name for this whale, refers to the typical curve shape the whale's back forms as it dives.</p> <p>Sometimes the humpback will dive with a fantastic movement, known as a breach. During breaching the whale uses its powerful tail flukes to lift nearly two-thirds of its body out of the water in a giant leap. A breach might also include a sideways twist with fins stretched out like wings, as the whale reaches the height of the breach.</p> <p>A humpback whale breathes air at the surface</p>	Size:	14m~18m in length 30~50 tons in weight
	Living environment:	Open ocean and shallow coastline waters
	Migration:	From warm tropical (热带的) waters, where they breed, to cold polar waters, where they eat,
	Diet:	Shellfish, plants and fish of small size
	Hunting:	Sometimes in groups, in which several whales form a circle under the water, blowing bubbles

of the water through two blowholes which are located near the top the head. It blows a double stream of that can rise up to 4 meters above the water.		that form a “net” around a school of fish. The fish are then forced up to the surface in a concentrated mass.
The humpback has a small dorsal fin located towards the tail flukes about two-thirds of the way down its back. Other distinguishing features include large pectoral fins, which may be up to a third of the body length, and unique black, and white spots on the underside of the tail flukes. These markings are like fingerprints: no two are the same.	Current state:	Endangered: it is estimated that there are about 5000~7000 humpback whales worldwide.
Humpback whales live in large groups. They communicate with each other through complex “songs”.		

1. According to the text, a humpback whale _____.
 A. cannot survive in waters near the shore B. doesn't live in the same waters all the time
 C. lives mainly on underwater plants D. prefers to work alone when hunting food
2. To make a breach, a humpback whale must _____.
 A. use its tail flukes to leap out of the water B. twist its body sideways to jump high.
 C. blow two streams of water D. communicate with a group of humpbacks.
3. From the passage we can learn that a humpback whale _____.
 A. has its unique markings on it tail flukes B. has black and white fingerprints
 C. gets its name from the way it hunts D. is a great performer due to its songs

Test Reading 2 (2008 全国)

Edward Wilson is America's, if not the world's, leading naturalist. In *The Future of Life*, he takes us on a tour of the world's natural resources (资源). How are they used? What has been lost? What remains and is it able to continue with the present speed of use? Wilson also points out the need to understand fully the biodiversity (生物多样性) of our earth.

Wilson begins with an open letter to the pioneer in environment (环境) protection, Henry David Thoreau. He compares today's Walden Pond with that of Thoreau's day. Wilson will use such comparisons for the rest of the book. The problem is clear: man has done great damage to his home over the years. Can the earth, with human help, be made to return to biodiversity levels that will be able to support us in the future?

Biodiversity, Wilson argues, is the key to settling many problems the earth faces today. Even our agricultural crops can gain advantages from it. A mere hundred species (物种) are the basis of our food supply, of which but twenty carry the load. Wilson suggests changing this situation by looking into ten thousand species that could be made use of, which will be a way to reduce the clearing of the natural homes of plants and animals to enlarge farming areas.

At the end of the book, Wilson discusses the importance of human values in considering the environment. If you are to continue to live on the earth, you may well read and act on the ideas in this book.

1. We learn from the text that Wilson cares most about _____.
 A. the environment for plants B. the biodiversity of our earth
 C. the wastes of natural resources D. the importance of human values
2. How many species are most important to our present food supply?
 A. Twenty. B. Eighty. C. One hundred D. Ten thousand.
3. Wilson suggests that one way to keep biodiversity is to _____.
 A. learn how to farm scientifically B. build homes for some dying species
 C. make it clear what to eat D. use more species for food
4. We can infer that the text is _____

- A. a description of natural resources B. a research report
C. a book review D. an introduction to a scientist.

Test Reading 3 (2011 湖北)

Howling is a behavior commonly observed among a wolf pack. As pack animals, wolves work together to hunt and rely on howling as an important means of communication among each other. There are different explanations of a wolf's howl and it appears that there may be more to discover.

One theory is that wolves howl to bond better together. It's almost as if howling together helps the pack stay together. Perhaps this is something similar to people feeling a sense of involvement with each other when singing a song together. But this theory may be wrong, explains Fred H. Harrington, a professor who studies wolf behavior.

Indeed, there have been times when wolves have been seen one moment howling in a chorus, and the next, quarreling among each other. It appears that usually the lowest-ranking members of the pack may actually be "punished" for joining in the chorus at times. So is howling a way to strengthen a social bond or just a way to reconfirm status among its members? — Why do wolves howl for sure?

What is clear, however, is that howling is often used among packmates to locate each other. Hunting grounds are distant and it happens that wolves may separate from one another at times. When this happens, howling appears to be an excellent means of gathering.

Howling, interestingly, is a contagious behavior. When one wolf starts to howl, very likely others will follow. This is often seen to occur in the morning, as if wolves were doing some sort of "roll call" where wolves all howl together to report their presence.

1. What is the possible similarity between wolves' howling together and humans singing in chorus?
 - A. The act of calling each other.
 - B. The sense of accomplishment.
 - C. The act of hunting for something.
 - D. The sense of belonging to a group.
2. Why does Harrington think the "social bond" theory may be wrong?
 - A. Wolves separate from each other after howling.
 - B. Wolves tend to protect their hunting grounds.
 - C. Wolves sometimes have quarrels after howling together.
 - D. Wolves of low rank are encouraged to join in the chorus.
3. Researchers are sure that wolves often howl to _____.
 - A. show their ranks
 - B. find their companions
 - C. report the missing ones
 - D. express their loneliness
4. "Howling... is a contagious behavior" (in the last paragraph) means _____.
 - A. howling is a signal for hunting
 - B. howling is a way of communication
 - C. howling often occurs in the morning
 - D. howling spreads from one to another

Test Reading 4 (2010 江苏)

It is reported that conservation groups in North America have been arguing about the benefits and dangers of wolves. Some groups believe wolves should be killed. Other people believe wolves must be protected so that they will not disappear from the wilderness (荒野).

For Killing Wolves

In Alaska, the wolf almost disappeared a few years ago, because hunters were killing hundreds of them for sport. However, laws were established to protect the wolves from sportsmen and people who catch the animals for their fur. So the wolf population has greatly increased. Now there are so many wolves that they are destroying their own food supply.

A wolf naturally eats animals in the deer family. People in the wilderness also hunt deer for food. Many of the animals have been destroyed by the very cold winters recently and by changes in the wilderness plant life. When the deer can't find enough food, they die.

If the wolves continue to kill large numbers of deer, their prey (猎物) will disappear some day. And the wolves will, too. So we must change the cycle of life in the wilderness to balance the ecology. If we killed more wolves, we would save them and their prey from dying out. We'd also save some farm animals.

In another northern state, wolves attack cows and chickens for food. Farmers want the government to send biologists to study the problem. They believe it necessary to kill wolves in some areas and to protect them in places where there is a small wolf population.

Against Killing Wolves

If you had lived long ago, you would have heard many different stories about the dangerous wolf. According to most stories, hungry wolves often kill people for food. Even today, the stories of the "big bad wolf" will not disappear.

But the fact is wolves are afraid of people, and they seldom travel in areas where there is a human smell. When wolves eat other animals, they usually kill the very young, or the sick and injured. The strongest survive. No kind of animal would have survived through the centuries if the weak members had lived. That has always been a law of nature

Although some people say it is good sense to kill wolves, we say it is nonsense! Researchers have found wolves and their prey living in balance. The wolves keep the deer population from becoming too large, and that keeps a balance in the wilderness plant life.

The real problem is that the areas where wolves can live are being used by people. Even if wilderness land is not used directly for human needs, the wolves can't always find enough food. So they travel to the nearest source, which is often a farm. Then there is danger. The "big bad wolf" has arrived! And everyone knows what happens next.

1. According to the passage, some people in North America favor killing wolves for all the following reasons EXCEPT that ____.

- A. there are too many wolves
- B. they kill large numbers deer
- C. they attack cows and chickens for food
- D. they destroy the wilderness plant life

2. Some people are against killing wolves because ____.

- A. wolves help to keep the ecological balance in the wilderness
- B. there is too small a wolf population in the wilderness
- C. there are too many deer in the wilderness
- D. wolves are afraid of people and never attack people

3. According to those against killing wolves, when wolves eat other animals, ____.

- A. they never eat strong and healthy ones
- B. they always go against the law of nature
- C. they might help this kind of animals survive in nature
- D. they disturb the ecological balance in the wilderness

4. The last sentence "and everyone knows what happens next" implies that in such cases...

- A. farm animals will be in danger and have to be shipped away
- B. wolves will kill people and people will in turn kill them
- C. wolves will find enough food sources on farms
- D. people will leave the areas where wolves can live

Debate: Wolves and herders

The teacher will divide you into groups – herders, conservation organizations, and Huangnan business officials. Should you kill wolves to protect herders and their animals, or should you protect wolves and have herders' animals killed – and their families suffer?

Test Writing 1 (2008 北京)

假设你是红星中学高三一班的学生李华，为校刊英语园地写一篇题为“*Our Spring Outing*”的英文稿件。请根据以下四幅图的先后顺序，叙述上周你们班从准备春游到春游结束的过程。

注意：词数不少于 60.

提示词：游乐园 amusement park; 可回收垃圾箱 recycling bin



Test Writing 2 (2008 四川非延考区)

你校学生会准备办一期英语墙报，主题为：保护环境从我做起。请你根据下图所示写一篇英语短文。

注意：

1. 词数 100 左右，开头语已为你写好；
2. 可适当增加细节，以使行文连贯。



What Can I Do for Our Environment?

Everyone can do something for our environment.

Vocabulary 2: Talking about changes

How does the environment change?

- ☐ The natural environment?

- ☐ The built environment?

- ☐ The social and cultural environment?



How has the environment in your hometown been changing in recent years? Give at least three examples.

Match the vocabulary words with their meanings

- | | |
|--------------------------------------|---|
| 1. Increase (v) | ___ result, outcome, reaction |
| 2. Decrease (v) | ___ a part of something bigger/a basic substance such as Oxygen (O) or Carbon (C) [chemistry] |
| 3. Cause (n, v) | ___ to make something happen; reason |
| 4. Effect (n) | ___ to use something badly so it is ruined, destroyed or becomes bad |
| 5. Affect (v) | ___ to approve of and help; to help prove something; to hold a weight |
| 6. Effective (adj) | ___ become less/fewer |
| 7. Deplete (v) | ___ it makes lights and machines turn on, cars run, and keeps us moving |
| 8. Degrade (v), degradation (n) | ___ result (usually bad) of an action |
| 9. Species (n) | ___ works well, produces a good result |
| 11. Energy (n) | ___ to give; to make or cause something |
| 12. Support (n, v) | ___ a kind of living thing (animal or plant) |
| 13. Out of control (adj) | ___ thus, as a result |
| 14. Adapt (v) | ___ become more/greater |
| 15. Consequence (n) | ___ a feature, a part or side of something bigger |
| 16. Consequently (adv) | ___ to change to fit (a new environment/situation) |
| 17. Aspect (n) | ___ cannot be stopped or limited |
| 18. Element (n) | ___ to use something until there is no more left |
| 19. Contribute (v), contribution (n) | ___ to influence or change something |

Reading: The Yellow River

The Yellow River is an important river for both Chinese and Tibetan people. The Chinese often call it “The Mother River”, while for Tibetans it is rma chu, “River of the Peacock.” The Yellow River carries one of the heaviest loads of silt (泥沙 འདྲམ་ཤིང་ཤུག་) of any river in the world. This heavy silt load is caused by the land the river passes through, which has very loose, yellow soil (疏松的土壤 སྒྲུ་སྒྲུ་སྒྲུ་སྒྲུ་). This soil is easily washed away into the rivers – and gives the Yellow River its silt load, color and name.

The river is the sixth longest in the world, at nearly 5,500 kilometers. From its source in Qinghai’s Yushu Prefecture, it flows off the Tibetan Plateau before turning north into the deserts of Inner Mongolia. Then, passing through the Loess Plateau (黄土高原 ས་མེར་མཐོ་སྒང་།), it runs across the East China Plain and into the Pacific Ocean in Shandong province.

That is, when it reaches the ocean at all. Much of the river’s water has been taken for agriculture (农业 རྒྱུ་ལས།)

Consequently, in recent years the river has been running dry in the middle of Shandong Province, long before it reaches the ocean. This was not always the case: the river has long been known as “China’s Sorrow” because of its frequent floods. In the 2,500 years before 1946, the river flooded nearly 1,600 times! But as the river’s flow has been depleted, floods have been happening much less often than before.



And this is just one aspect of the river’s environmental degradation.

While floods have been decreasing, pollution of all kinds has been increasing on the Yellow River and its

tributaries (支流 རྒྱུ་ལས།). With the fast development of industry and agriculture in much of China, water pollution in the Yellow River basin has gotten out of control. In 2010, nearly 4.3 billion tons of waste and sewage (污水, 污物 རྒྱུ་ལས་རྒྱུ་སྒྲུ་སྒྲུ་སྒྲུ་) were dumped into the river. What are the effects of using the river as a dump? Studies show that much of the river is now considered unsafe for swimming, nearly all is considered undrinkable, and one-third (1/3) of the river is unfit (不宜 མི་འཚམས་པའི།) for even agricultural or industrial use. Though the government has tried to control pollution, it has not been effective, and the river continues to be degraded by industrial and agricultural waste.

Dams are another element in China’s development which has been contributing to the river’s problems. Dams have been constructed along the river provide energy for China’s people and industries. While they do make electricity without the air pollution of coal power plants (电厂 རྒྱུ་ལས་འདོན་བཅོ་བྱ།), one consequence

of these dams is that they stop fish and other freshwater species from traveling upstream to breed (繁殖 རྒྱུ་སྐྱེལ). It is very difficult for these species to adapt to this change in their environment. Before the dams were built, fish had been traveling up the Yellow River to breed. But with the construction of large dams along the entire river, fish haven't been making this trip – and, consequently, have been dying out: mostly because of dams and pollution, one-third of all fish species in the river have already died out.

One example of the degradation in the Yellow River and its tributaries can be found on the Huang Shui River, which runs through Xining. For several years now, Xining residents have been complaining of the awful smells which have been coming from the river. These smells are just one of the effects of the river's severe pollution, which has also killed nearly all of the river's fish. Nearly 144 million tons of pollution are put into the river each year. The pollution is mostly caused by power plants and factories in Datong County. This pollution has affected not only Xining residents, but also farmers in the Huang Shui valley who can no longer use river water for their crops.

Many people in China support cleaning up and protecting the Yellow River, but it's difficult to see any progress being made. Hopefully, in the years to come the government and people will join together to protect and preserve this important river.

Reading Comprehension Questions:

1. What are two of the river's Chinese names? What is its Tibetan name?

2. Why is the Yellow River yellow?

a. pollution b. soil c. agriculture d. the Huang Shui in Xining

3. How long is the river?

a. 144 million tons b. 4.3 billion tons c. 2,500km d. 5,500km

4. Where is the river's source? Where does it flow into the sea?

5. Why does the river sometimes not reach the sea?

a. the Loess plateau b. farming
c. pollution d. factories

6. Why was the Yellow River called "China's Sorrow"?

7. How much pollution is put into the Yellow River each year?

a. 144 million tons b. 4.3 billion tons c. 2500km d. 5500km

8. What are the causes of this pollution? What are its effects?

9. Why have dams been built along the river?

a. for farmers to get water b. for people to get electricity
c. for the government d. for people to have water in their homes

10. What are the effects (both good and bad) of dams?

11. What has happened to the fish in the river?

12. What problems does the Huang Shui River face?

13. What are the main causes of the Huang Shui's pollution?

- a. industry and factories b. agriculture and farms
c. people and fishing d. businesses and markets

14. Do people want to clean up the Yellow River? Really? What do you think? (2-3 sentences) _____

Grammar: Present Perfect Continuous

Present Perfect Continuous:

- ☐ In recent years, dams have been killing fish in the Yellow River.
- ☐ Water pollution has been increasing in the Yellow River.
- ☐ Since the 1990's, the government has been trying to protect the river.

We use the present perfect continuous to describe something that started in the past and is still continuing now. We often use it with **since** or **for**.

现在完成进行时表示从过去到现在发生一直不停发生的事件；也是现在正在进行。平常是跟 **since** 或 **for** 一起用的。འདས་པའི་ད་ལྟ་བུའི་བཞིན་པ་ནི་འདས་མང་ནས་ད་རག་བར་དུ་བྱང་ཟེན་པ་དང་ད་དུང་མཐུན་དུ་བཞིན་པའི་དོན་དག་ཞིག་སྟོན། དུས་རྒྱུ་sinceདང་forགཉིས་ཀྱི་ལྟན་དུ་བཀོལ་སྤྱོད་བྱེད།

- ☐ Present perfect continuous = have/has + been + V(ing)
- ☐ _____ (study)

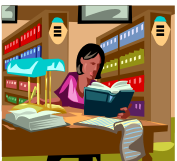
Exercise 1: Complete the dialogues by following the model below (speaking)

A: What are your friends doing?

B: They're fighting.

A: Have they been fighting for a long time?

B: Yes, they have...they've been fighting for four hours!



1. Susan, study English, ten hours



5. Bella and Eric, play basketball, several hours



2. Your parents, walk to Lhasa, fifteen days



6. Mandela and Obama, meet about South Africa, two days



3. You, listen to music, three hours



7. Tsering, sitting in his room, three weeks



4. Your boyfriend, watch a movie, two hours



8. Richard, reading a book, five hours



9. Sonia, climbing Mt.
Jomolangma, thirteen days



10. _____

Exercise 2:

Make sentences using the verbs below.

1. watch

- ☐ Simple past: _____
- ☐ Present perfect: _____
- ☐ Present perfect continuous: _____

2. travel

- ☐ Simple past: _____
- ☐ Present perfect: _____
- ☐ Present perfect continuous: _____

3. study

- ☐ Simple past: _____
- ☐ Present perfect: _____
- ☐ Present perfect continuous: _____

3. climb

- ☐ Simple past: _____
- ☐ Present perfect: _____
- ☐ Present perfect continuous: _____

Exercise 3: Complete the sentences using the present perfect continuous, present perfect or simple past.

1. Tashi _____ (live) in Rebgong for less than a year.
2. Kelly _____ (never live) in Rebgong before.
3. Chris _____ (never travel) to Lhasa, but he
_____ (travel) to France last August!
4. Jack _____ (date) his girlfriend for two years.
5. Jerome _____ (never eat) pumpkin.
6. Jerome _____ (eat) pumpkin pie for nearly an hour!
7. The CO₂ in the atmosphere _____ (increase) for more than a century.
8. Ken _____ (sing) a beautiful song for us last night.
9. Though she _____ (think) about getting married for a long time, I don't think she will get married yet.
10. I _____ (wait) for you for nearly three hours!

Grammar: Past Perfect Continuous

- ☐ Before the dams were built, fish had been traveling up the Yellow River to breed.
- ☐ We had already been working on the book for nearly a year before our boss told us he couldn't publish it.

- ☐ Lobsang was late! By the time he arrived at the restaurant, his girlfriend had been waiting for nearly an hour!

We use the past perfect continuous to describe something that happened before a time in the past and continued to another time in the past. It is often used with before/by the time/until + simple past.

过去完成进行时常是跟 before/by the time/until + simple past 一起用的。བྱས་ཟིན་འདས་པའི་བྱེད་བཞིན་པ་ནི་དུས་རྒྱུན་before/by the time/until + simple past དང་མཉམ་དུ་བཤེད་ཚུགས།

☐ Past perfect continuous = had + been + V(ing)

☐ _____ (eat)

Exercise 5: Complete the dialogues by following the model below.

A: I heard that Ben failed the test last week. Is it really true?

B: Yes, it is...and it's too bad. He had been studying for a long time.



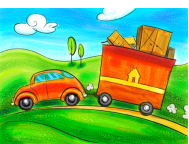
1. Tashi, lose the race, training



2. Johnny and Jenny, break up, dating



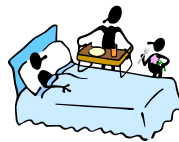
3. You and Andrea, get fired, work at that company



4. Tashi, have to move to Xining, live in Rebgong



5. Lori and Andrew, cancel their wedding, plan to get married



6. Your mother, become very ill, healthy



7. Kobe Bryant, get a leg injury, playing basketball



8. Phuntsok, close his restaurant, manage that restaurant



9. You and your girlfriend/boyfriend, fight, have a good relationship



10. _____

Exercise 6: Make sentences out of the words below using the past perfect continuous or present perfect continuous

1. I / eat / for two hours / by the time / Thomas / arrive (past perfect continuous)

2. She / want / to travel to Mongolia / for a long time (present perfect continuous)

3. Lhamo / work / as a clerk / until / last year (past perfect continuous)

4. Iris / travel / to Lhasa / when she / hear / the news

5. you / date / Tim / this year / ?

6. who / you / date / before / you / start / to date / him / ?

Exercise 7: Complete the sentences using the past perfect continuous, present perfect continuous or simple past

1. Lobsang _____ (sing) professionally (专家 唱歌) for years before he finally _____ (decide) to stop last year.

2. Many people say they care about the environment. However, most of these people _____ (not change) their behavior to solve environmental problems.

3. I _____ (eat) too much food last night; I feel sick.

4. Betty _____ (plan) to study Tibetan at university until her parents disagreed, saying she had to study medicine instead.

5. The world's population _____ (grow) extremely quickly for many years now.

6. Sonam _____ (climb) the mountain for hours by the time he finally _____ (reach) the top.

7. What _____ (you/eat) last night for dinner?

8. Ben _____ (wait) for his friend for a long time when he finally _____ (arrive).

9. He _____ (eat) tsamba for breakfast this morning, but before that he _____ (eat) noodles for breakfast every day for weeks!

10. I _____ (already sing) for a long time. You sing instead!



Exercise 8: Complete the sentences using the past perfect continuous, present perfect continuous, present perfect, past perfect or simple past.

1. He _____ (work) as a tailor for fifty years before he _____ (retire, 退休 ལས་འགུར་ངལ་གསོ།) last year.

2. Over the past twenty years, people _____ (cut) the trees in the forest for firewood.

3. Before she _____ (begin) working as a teacher in 2010, she _____ (report) the news on TV for twenty years.

4. By the time Terry arrived, his friends _____ (already finish) eating dinner.

5. I _____ (not have) a girlfriend



for more than three months. However, Isaac and Lisa _____ (date) for more than two years already, and it seems they won't break up anytime soon.

6. After she _____ (die), we discovered she _____ (write) her autobiography [life story] for fifteen years.

7. Since she got pregnant, she _____ (not come) to work.

8. I _____ (work) as a doctor for twenty years, but this is the first time I've seen something so crazy.

9. Before my favorite restaurant _____ (close), it _____ (serve) food for more than one hundred years!

10. My apartment _____ (smell) very bad for over a month now, but I _____ (not clean) it yet.

11. The dinosaurs _____ (live) on the earth for millions of years before they suddenly became extinct.

12. The woman who works at the bakery next door _____ (bake) bread for forty-five years.

Phrasal Verbs 5: Separable

Verb	Meaning	Example
Blow out	To stop a fire by blowing on it	He blew the candles out.
Bring back	Return	Please bring back the library books by next Monday.
Bring up	1. raise children 2. start to talk about	My parents brought me up well. When you talk to Kelly, you should bring up the news I told you – that Josh is getting married!
Cheer up	Make someone feel happier	She's feeling sad – you should go cheer her up.
Clean up	Make clean	Please clean up your bedroom! It is a mess!
Drop off	To take someone to a place (and leave them there)	I dropped my friend off at the airport yesterday evening.
Give away	To donate, give something that is yours	These books are old. I don't need them and I can't sell them, so I'll give them away to someone who needs them.
Help out	To help someone	I can't lift this box by myself – could you please help me out?
Lay off	Be fired (by your boss), stop employment	Poor Tom – he was laid off by his boss last week! Now he doesn't have a job.
Leave on	1. not turn off (a light or machine) 2. not take off (clothing)	Please leave the lights on – I'm still working in here. It was cold in the classroom, so I left my jacket on.

Pick out	To choose something (often when buying)	When are you going to pick out your wedding gown?
Take back	Return	I need to take these back to the library.
Take out	1. To invite someone out (to dinner, movie, etc.) and pay 2. to take something outside	Can I take you out to dinner tomorrow evening? Could you please take out the garbage?
Talk over	Discuss, talk about	After talking it over, my girlfriend and I decided to break up.
Think over	Consider, think about	I didn't know what to do, so I thought the problem over for a while until I found a solution
Work out	1. to solve or resolve (解決 解決) a problem 2. to exercise (this meaning is inseparable)	Now that we've worked out the problems in our relationship, we are so much happier! I work out every day. Sometimes I go running, other times I go biking or play soccer.

Exercise 1: Complete the conversations below by following the model (speaking)

A: Do you think I should keep these old clothes?
B: No – I think you should throw them away instead.



1. leave the computer on, turn off



5. take this job, think over



2. redo my homework, hand in



6. ask the teacher what this word means, look up



3. erase these mistakes, cross out



7. keep Tashi's camera, give back



4. remember the restaurant's phone number, write down



8. use this old yogurt, throw out

Exercise 2: Complete the sentences

1. Jerry was sad when his cat died, so his friends cheered _____.
2. The other day, my boss laid _____. Now I have no job.
3. We lit the candles on the birthday cake before Johnny blew _____.

4. Me and my girlfriend sometimes fight over small problems, but we always work _____. If we have a problem, we always talk _____ first to make sure we're communicating our different viewpoints to each other and to see if we can come to a compromise (妥协 བར་འདུམ།).
5. A: I'm going outside – should I turn the TV off?
B: No, leave _____ so I can continue watching.
6. For my girlfriend's birthday, I took _____ to a nice restaurant.
7. I made a mess eating hotpot, and the waitress had to clean _____.
8. His parents brought _____ well – he has become a kind and thoughtful adult.
9. You can borrow the camera, but after one week you must bring _____.
10. I've had this book since December! I should really take _____ to the library.
11. I don't have any money to pay for dinner...can you help _____? I can pay _____ tomorrow after I go to the bank.
12. A: Are you going to take this job?
B: I don't know...first I need to think _____.
13. I don't want to take off my jacket. It's cold, so I'd rather leave _____.
14. I never use this computer, and it is too old to sell – I guess I'll give _____ to someone who can use it.
15. I'm having some trouble lifting this box – can you help _____?
16. Lauren was my old girlfriend, and she didn't know that I was dating Tanya until now. Why did you have to bring _____? It would have been better if she hadn't known.
17. I don't like your aunt and uncle...why do I have to drop _____ at the bus station? Can't you take them instead?

Exercise 3: Speaking - work in groups of two.

Speaker A: read the sentence with your book open.

Speaker B: finish Speaker A's sentence with your book closed.

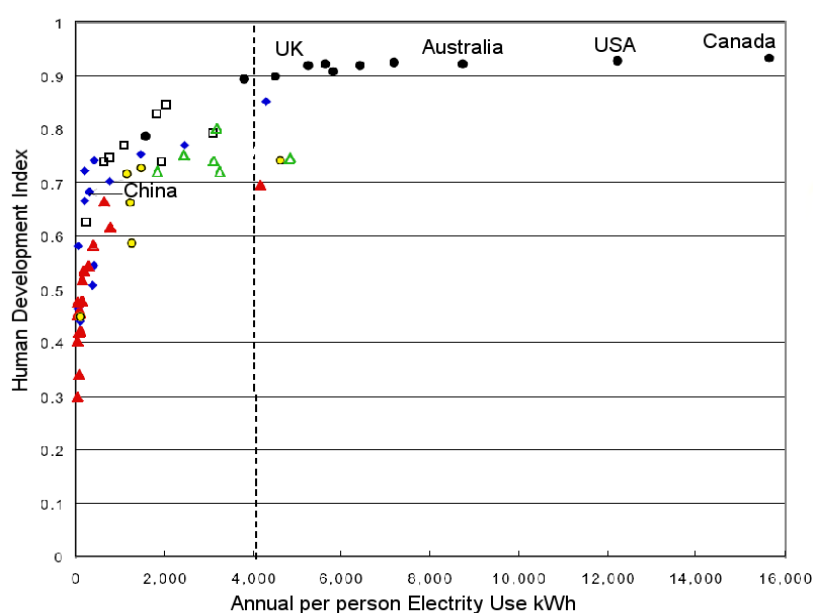
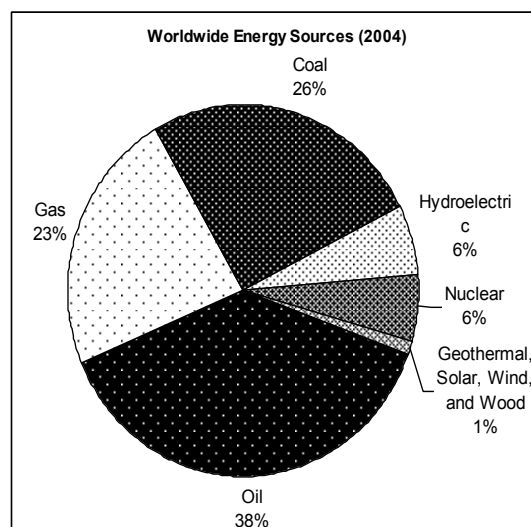
1. You've had that library DVD for a long time – you need to take _____.
2. Can you believe Tony lost his job? His company laid _____.
3. I'm going to bed. When you're ready to go to bed too, don't leave the candle lit - make sure you blow _____.
4. Our relationship has several problems, Mike. We should talk _____.
5. I don't want to take off my hat – I'm going to leave _____.
6. I am too big for these old clothes now. We should give _____.
7. I lent you that jacket a long time ago! When are you going to bring _____?
8. Why is there a problem between us? We need to work _____.
9. Ken is a nice boy. His parents did a good job bringing _____.
10. I need to work in here. When you leave, don't turn the lights off - make sure you leave _____.
11. I don't know how to resolve (解决 ཐག་གཅོད།) this problem. I need to think _____.
12. When you come to visit me in Henan, don't worry about paying for dinner. You're my guest, so I will take _____.

13. You should talk with your landlord (房东 ཁང་བདག) about the problems in your apartment. When are you going to bring_____?
14. Wow – the kitchen is a terrible mess! Somebody needs to clean_____.
15. You've had Tashi's computer for three days! It's been awhile, and I'm sure he needs it. You really need to take_____.
16. I don't understand this problem. Can you help_____?

Special Topic: Fossil Fuels

Every day you use energy. The energy you use to move your body comes from the food you eat. Energy is stored in fuels which release their energy when burned. Your body burns food to give you energy. But what about the energy used to move a car or tractor, or to turn on a light or watch TV? Where does this energy come from? The chart on the right shows where the world gets most of its energy from. Most of the world's energy comes from oil, coal and gas - together these fuels are called fossil fuels. Fossil fuels get their name because they were once living plants and animals that were heated and compressed for hundreds of millions of years to become oil, coal or gas. These fuels can be burned to power your car, heat your food, etc.

One problem with using fossil fuels as our main energy source is that they will one day run out. No new fossil fuels are being made. Scientists now estimate that oil will run out in 43 years, gas in 61 years, and coal in 148 years.



The graph on the left shows annual energy use per person and development. You can see that the more developed countries use more energy per person, while the less developed ones use less.

Burning fossil fuels also causes lots of air pollution and makes rain acidic. But the worst problem is that burning fossil fuels releases greenhouse gases such as CO_2 and CH_4 , which cause global warming.

Fuel (n) something that burns to create energy

Chart (n) a picture/graph that shows information

Compress (v) to squeeze something tightly

Run out (v, phrasal) if you "run out" of something, you have no more

Annual (adj) yearly

Acid (n), acidic (adj) something with a low pH [pH1-7=acidic]

Greenhouse gases (GHG's) (n) gases that cause global warming (CO₂, CH₄, etc)

Reading Comprehension Questions (some answers you will find in the charts)

1. What is a fossil fuel?

2. What percentage of energy comes from non-fossil fuel sources?

3. Which country uses the most electricity per person?

4. How many countries use more than 4,000 kWh per person?

5. Which countries use the least electricity per person?

6. What are some problems with fossil fuels? (at least two)

Discussion Questions

1. What do you think will be the best energy source to use in the future? Why?

2. Do you think a country can become rich without using lots of energy and fossil fuels? How?

Cloze 1 (2007 四川)

It's fourteen years since I left the Philippines to live with my family in the USA. A month ago, while on summer vacation back in my motherland, I learned a lesson from mosquito (蚊子) bites. Right before 1 Kennedy Airport in New York, my grandma 2 me of the behavior of the native mosquitoes around the 3 like me. She said, "There's an old saying—the 4 you stay away from the motherland, the sweeter your blood 5 to the mosquitoes." Not 6 it, I replied, "Grandma, that's just an old wives' tale!"

Well, less than a week 7 my arrival in Manila, I was already carpeted with a 8 of mosquito bites. I took many measures to keep myself from being 9, but they all proved useless.

Late one 10 in my cousin's home, I couldn't bear the 11 of the bites. Hoping to find some comfort, I 12 my cousin, who was sleeping peacefully in the bed next to mine. Unhappy for being 13 she said, "There is nothing you can do. Go back to sleep." With a few turns, she slept again. Enviously (妒嫉地) 14 her sleep, I hoped a big mosquito would 15 on her face. However, the mosquitoes would just lightly dance around her forehead and fly away quickly, never biting her. Amazed (惊奇的), I ran to others' 16, only to find they were all sleeping 17 as the same thing occurred again and again.

From those bites, I came to 18 my grandma's silly tale. From then on, I've always tried to keep a(n) 19 mind about those strange old wives' tales 20 they do have some truth to them.

1. A. leaving

B. passing

C. visiting

D. finding

2. A. persuaded

B. reminded

C. warned

D. informed

3. A. students

B. foreigners

C. passengers

D. visitors

4. A. earlier

B. longer

C. sooner

D. later

5. A. grows

B. goes

C. flows

D. remains

- | | | | |
|-----------------|------------------|----------------|---------------|
| 6. A. expecting | B. understanding | C. recognizing | D. believing |
| 7. A. after | B. before | C. when | D. as |
| 8. A. shade | B. pile | C. cloud | D. blanket |
| 9. A. touched | B. bitten | C. defeated | D. discovered |
| 10. A. morning | B. afternoon | C. evening | D. night |
| 11. A. noise | B. hit | C. pain | D. effect |
| 12. A. woke up | B. shouted at | C. looked for | D. dropped on |
| 13. A. blamed | B. interrupted | C. moved | D. frightened |
| 14. A. having | B. watching | C. making | D. helping |
| 15. A. land | B. fly | C. fall | D. wait |
| 16. A. houses | B. flats | C. rooms | D. homes |
| 17. A. joyfully | B. anxiously | C. soundlessly | D. worriedly |
| 18. A. tell | B. know | C. remember | D. accept |
| 19. A. open | B. active | C. clear | D. honest |
| 20. A. and | B. so | C. because | D. until |

Test Reading 1 (2009 全国 II)

GUATEMALA CITY(Reuters)—A fish that lives in mangrove swamps (红树沼泽) across the Americas can live out of water for months at a time, similar to how animals adapted (适应) to land millions of years ago, a new study shows.

The Mangrove Rivulus, a type of small killifish, lives in small pools of water in a certain type of empty nut or even old beer cans in the mangrove swamps of Belize, the United States and Brazil. When their living place dries up, they live on the land in logs (圆木), said Scott Taylor, a researcher at the Brevard Endangered Lands Program in Florida.

The fish, whose scientific name is Rivulus marmoratus, can grow as large as three inches. They group together in logs and breathe air through their skin until they can find water again.

The new scientific discovery came after a trip to Belize. "We kicked over a log and the fish just came crowding out," Taylor told Reuters in neighboring Guatemala by telephone. He said he will make his study on the fish known to the public in an American magazine early next year. In lab tests, Taylor said he found the fish can live up to 66 days out of water without eating.

Some other fish can live out of water for a short period of time. The walking catfish found in Southeast Asia can stay on land for hours at a time, while lungfish found in Australia, Africa and South America can live out of water, but only in an inactive state. But no other known fish can be out of water as long as the Mangrove Rivulus and remain active, according to Patricia Wright, a biologist at Canada's University of Guelph.

Further studies of the fish may tell how animals changed over time. "These animals live in conditions similar to those that existed millions of years ago, when animals began making the transition (过渡) from water onto land," Wright said.

- The Mangrove Rivulus is a type of fish that _____.
 A. likes eating nuts
 B. prefers living in dry places
 C. is the longest living fish on earth
 D. can stay alive for two months out of water
- Who will write up a report on mangrove Rivulus?
 A. Patricia Wright.
 B. Researchers in Guatemala.
 C. Scientists from Belize.
 D. Scott Taylor.
- According to the text, lungfish can _____.
 A. breathe through its skin
 B. move freely on dry land
 C. remain alive out of water
 D. be as active on land as in water
- What can we say about the discovery of Mangrove Rivulus?
 A. It was made quite by accident.
 B. It was based on a lab test of sea life.
 C. It was supported by an American magazine.
 D. It was helped by Patricia Wright.

Test Reading 2 (2011 北京)

As the railroad and the highways shaped the American west in the past centuries, a new electrical generating (发电) and transmission (输送) system for the 21st century will leave a lasting mark on the West, for better or worse. Much of the real significance of railroads and highways is not in their direct physical effect on the scenery, but in the ways that they affect the surrounding community. The same is true of big solar plants and the power lines that will be laid down to move electricity around.

The 19th century saw land grant (政府拨地) offered to railroad companies to build the transcontinental railroads, leaving public land in between privately owned land. In much of the West, some of the railroad sections were developed while others remained underdeveloped, and in both cases the landownership has presented unique challenges to land management. With the competition of the interstate highway system, many of the small towns which sprang up as railway stops and developed well, have lost their lifeblood and died.

Big solar plants and their power lines will also have effects far beyond their direct footprint in the West. This is not an argument against building them. We need alternative energy badly, and to really take advantage of it we need to be able to move electricity around far more readily than we can now.

So trade-offs will have to be made. Some scenic spots will be sacrificed. Some species (物种) will be forced to move, or will be carefully moved to special accommodations. Deals will be struck to reduce the immediate effects.

The lasting effects of these trade-offs are another matter. The 21st century development of the American West as an ideal place for alternative energy is going to throw off a lot of power and money in the region. There are chances for that power and money to do a lot of good. But it is just likely that they will be spent wastefully and will leave new problems behind, just like the railroads and the highways.

The money set aside in negotiated trade-offs and the institutions that control it will shape the West far beyond the immediate footprint of power plants and transmission lines. So let's remember the effects of the railroads and the highways as we construct these new power plants in the West.

1. What was the problem caused by the construction of the railways?

- A. Small towns along the railways became abandoned.
- B. Some railroad stops remained underused.
- C. Land in the West was hard to manage.
- D. Land grants went into private hands.

2. What is the major concern in the development of alternative energy according to the last two paragraphs?

- A. The transmission of power.
- B. The use of money and power.
- C. The conservation of solar energy.
- D. The selection of an ideal place.

3. What is the author's attitude towards building solar plants ?

- A. Cautious
- B. Approving
- C. Doubtful
- D. Disapproving

4. Which is the best title for the passage ?

- A. How the Railways Have Affected the West
- B. How Solar Energy Could Reshape the West
- C. How the Effects of Power Plants Can Be Reduced
- D. How the Problems of the Highways Have Been Settled

Test Reading 3 (2011 广东)

In a world with limited land, water and other natural resources (资源), the harm from the traditional business model is on the rise. Actually, the past decades has seen more and more forests disappearing and globe becoming increasingly warm. People now realize that this

unhealthy situation must be changed, and that we must be able to develop in sustainable (可持续的) ways. That means growth with low carbon or development of sustainable products. In other words, we should keep the earth healthy while using its supply of natural resources.

Today, sustainable development is a proper trend in many countries. According to a recent study, the global market for low-carbon energy will become three times bigger over the next decades. China, for example, has set its mind on leading that market, hoping to seize chances in the new round of the global energy revolution. It is now trying hard to make full use of wind and solar energy, and is spending a huge amount of money making electric cars and high-speed trains. In addition, we are also seeing great growth in the global markets for sustainable products such as palm oil (棕榈油), which is produced without cutting down valuable rainforest. In recent years the markets for sustainable products have grown by more than 50%.

Governments can fully develop the potential of these new markets. First, they can set high targets for reducing carbon emissions (排放) and targets for saving and reusing energy. Besides, stronger arrangement of public resources like forests can also help to speed up the development. Finally, governments can avoid the public huge expenses that are taking us in the wrong direction, and redirecting some of those expenses can accelerate the change from traditional model to a sustainable one.

The major challenge of this century is to find ways to meet the needs of growing population within the limits of this single planet. That is no small task, but it offers abundant new chances for sustainable product industries.

1. The traditional business model is harmful because of all the following EXCEPT that ...

- A. it makes the world warmer
- B. it consumes natural resources
- C. it brings severe damage to forests
- D. it makes growth hard to continue

2. What can we infer from Paragraph 2?

- A. China lacks wind and solar energy.
- B. China is the leader of the low-carbon market.
- C. High-speed trains are a low-carbon development.
- D. Palm oil is made at the cost of valuable forests.

3. To fully develop the low-carbon markets, government can ____.

- A. cut public expenses
- B. forbid carbon emission
- C. develop public resources
- D. encourage energy conservation

4. We can learn from the last paragraph that businesses have many chances to ____.

- A. develop sustainable products
- B. explore new natural resources
- C. make full use of natural resources
- D. deal with the major challenge

5. What is the main purpose of the passage?

- A. To introduce a new business model.
- B. To compare two business models.
- C. To predict a change of the global market.
- D. To advocate sustainable development.

Test Reading 4 (2010 福建)

Businesses are witnessing a difficult time, which has in turn produced influence on consumers' desire to go green. However, shoppers are still laying stress on environmental concerns.

Two thirds of customers say that environmental considerations inform their purchases to the same degree as they did a year ago, while more than a quarter say that they are now even better aware of the environmental effect on what they buy.

This may help to influence how shops store goods on their shelves. And the companies should still make efforts to become more environmentally friendly. Two out of three people think it is important to buy from environmentally responsible companies, with about one in seven saying that they had even decided to take their custom elsewhere if they felt a company's environmental reputation was not good enough.

Harry Morrison, chief executive (主管) of the Carbon Trust, sympathizes: "I understand

this situation where survival is very important now. But from environmental considerations, the clock is ticking—we don't have much time. In addition, cutting carbon has an immediate effect as costs drop and a medium-term benefit for the brand."

Larger companies have an extra motivation to look at reducing their carbon footprint, as new rules next year will require businesses to buy carbon allowances to make up for their emissions (排放). Those that have taken early action will have a head start. More than two thirds of consumers are not clear about which companies are environmentally responsible. This suggests that firms that are able to relay clearly their message to the public will be in a pole position to attract shoppers.

The Carbon Trust believes that it can help by informing customers about the good work companies are doing. "When companies are granted (授予) the standard, they can use a logo (标识) in all their marketing which makes it clear that they are working towards cutting emissions," Mr. Morrison said.

1. What's the main idea of the passage?

- A. Businesses are finding ways to send their message to the shoppers.
- B. Companies will soon get information about cutting carbon emissions.
- C. Firms are making efforts to encourage customers to keep goods at home.
- D. Firms are urged to cut carbon emissions by shoppers' environmental awareness.

2. The underlined word "inform" in Paragraph 2 probably means ____.

- A. affect
- B. change
- C. disturb
- D. reject

3. According to Harry Morrison, businesses...

- A. will benefit from cutting carbon emissions
- B. should buy carbon allowances for shoppers
- C. are required to make up for their carbon emissions
- D. have encouraged shoppers to take their custom elsewhere

4. We can learn from the passage that businesses will ____.

- A. have a strong desire to reduce costs
- B. use the same logo in their marketing
- C. gain advantages by taking early action
- D. attract more shoppers by storing goods

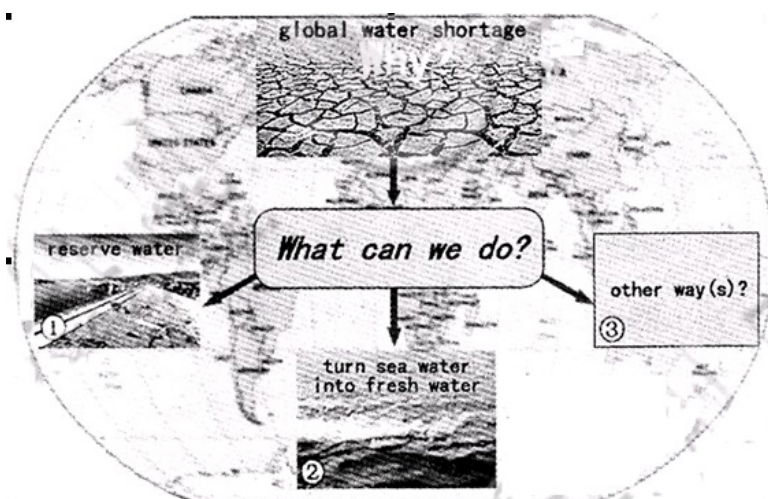
Test Writing 1 (2010 福建)

假设你是李华，福建省某中学高中学生，今年暑假将前往澳大利亚参加主题为“WATER FOR LIFE”的交流活动。请你以参访代表的身份，根据以下图片提示，用英语写一篇发言稿。

注意

1. 根据图片的内容适当展开，以使行文连贯；
2. 开头与结尾已写好，不计入总词数；
3. 文中不能出现考生的具体信息；
4. 词数：120 左右

参考词汇：短缺 shortage, 资源 resource



Ladies and gentlemen,

Good morning, I'm Li Hua from Fujian, China, It's my great honor to be here to say something about the global water shortage and ways of dealing with it. _____

That's all. Thank you.

Vocabulary 3: Environmental Problems and Solutions

What are some environmental problems China faces today? Make a short list.



Match the words below to their meanings:

- | | |
|---------------------------------------|---|
| 1. Overpopulation (n) | ___ a species is killed off or disappears |
| 2. Pollution (n) | ___ not common; don't see very much |
| 3. Global warming, climate change (n) | ___ careful use and management of resources |
| 4. Carbon (n) | ___ oil falls into water; animals die |
| 5. Desertification (n) | ___ the panda is an example of one |
| 6. Natural resources (n) | ___ break something completely so it will never be good again |
| 7. Overconsumption (n) | ___ the basic element of life |
| 8. Deforestation (n) | ___ different, other; something you choose (instead of another thing) |
| 9. Overfishing (n) | ___ use something badly/too much; trash |
| 10. Oil spills (n) | ___ use something again |
| 11. Endangered species (n) | ___ (throwing) trash on the ground |
| 12. Extinction (n), extinct (adj) | ___ never used up, renews itself |
| 13. Rare (adj) | ___ the world is becoming warmer |
| 14. Common (adj) | ___ something you see/do often |
| 15. Destroy (v) | ___ taking too many fish; marine ecosystems collapse |
| 16. Waste (v, n) | ___ things in nature that we use (oil, coal) |
| 17. Litter (v, n) | ___ too many people |
| 18. Alternative (adj) | ___ keep something or someone safe |
| 19. Renewable (adj) | ___ using too many resources |
| 20. Conserve (v), conservation (n) | ___ grasslands become desert |
| 21. Protect (v), protection (n) | ___ cutting down forests |
| 22. Recycle (v) | ___ can't breathe the air or drink the water |

What are the worst environmental problems in your hometown? Write five sentences and draw a picture of what your hometown would look like in 30 years if the problems weren't solved.



Reading: Population and Consumption



There are many environmental problems in the world today, from pollution to oil spills to desertification. But one could argue that all environmental problems have the same basic cause: the overpopulation of the world and our consequent overconsumption of natural resources.

In 1927 the population of the world was two billion. But by 2012, the world's population had grown to seven billion – an increase of five billion people in just 85 years! And scientists predict that by 2050, world population will have reached 8 to 10 billion! For the past century, the human population has been growing faster than ever before. However, while this population growth has been putting severe pressure on earth's ecosystems, Earth could support such a large population if all humans lived simple, low-energy lives. Instead, we have been consuming great amounts of natural resources such as coal, oil, wood and water. Consequently, it is population and overconsumption that is causing all of our current environmental problems.

Some of these problems, such as overfishing and deforestation, are obviously caused by overconsumption – we have been eating too many fish and using too many trees. Litter is also a consequence of population and consumption – when many people have been throwing trash everywhere, the environment is filled with waste.

Similarly, humans have been destroying many ecosystems and causing many species to become endangered (such as the panda) or even extinct. Species that were once common – such as the wolf in western North America – have become extremely rare.

Our energy consumption has also been causing many problems. When we burn coal, oil or other fuels, we release carbon into the atmosphere, causing global warming. Oil for our cars, motorcycles and homes must be shipped across the world – and a single shipping accident can cause a massive oil spill that destroys entire marine ecosystems.

In short, we have been multiplying (成倍增加 ལྷན་འགྱུར་གྱིས་འཕེལ་བ།) too fast and we have been using too much of nature's resources. How, then can we fix these problems that threaten to destroy our earth?

Many people have been arguing for years that because people in developed (发达 འཕེལ་བ།) nations use so many resources, they should be forced to change their lifestyles (生活方式 འཚོ་བ་རིམ་ལྗངས་) so they use fewer resources. These people argue that it's selfish for people in developed nations to use so much while people in developing (发展中 འཕེལ་བ་ཁྱེད་ཀྱི་) nations have so little. People in developed nations, however, argue that they shouldn't have to change their lifestyles to conserve



resources and protect the environment. These people say that they can use fewer resources by using renewable energy such as wind and solar (太阳能 ཉི་མའི་རྒྱས་པ), as well as by recycling and reducing waste.

But as environmental problems become worse and worse, we may have to do everything above. For though we have alternative kinds of energy to use, we have no alternative environment. If we don't solve these environmental problems, the earth – and, consequently, us – will face a difficult future.



Reading Comprehension Questions

1. What does the author think is the cause of most modern environmental problems?
 - a. pollution and oil spills
 - b. desertification and other water problems
 - c. overpopulation and consumption
 - d. recycling and reducing waste
2. Over the past 100 years, the earth's population has been _____.
 - a. quickly increasing
 - b. slowly increasing
 - c. quickly decreasing
 - d. slowly decreasing
3. How could the earth support its current population sustainably (可持续的 རྒྱུ་མཐུན་ཏེ)?

-
4. Why can't earth support seven billion people?
 - a. pollution
 - b. environmental problems
 - c. people use too many resources
 - d. people use too few resources
 5. Describe three environmental problems the author says are caused by overpopulation and overconsumption (3 or more sentences)

-
6. What do many say people in developed nations should do to reduce resource use?
 - a. become poorer
 - b. become richer
 - c. change their lives so they use more
 - d. change their lives so they use less
 7. Do people in developed nations agree? Why or why not?

-
8. What does the author think must be done?

-
9. What is the author's argument in this essay?
 - a. we can solve environmental problems with technology and new energy sources
 - b. we can solve environmental problems without people changing their behavior
 - c. we can't solve environmental problems without people changing their behavior
 - d. we won't be able to solve environmental problems in the future
 10. Do you agree with the author's argument? Why or why not? (2-3 sentences)
-
-

Grammar: Future perfect continuous

To review, the future perfect is used to describe things that have finished before a certain time in the future

- By tomorrow morning, I will have finished my homework.

The future perfect continuous is similar, but describes something that isn't finished (still continuing) at a time in the future:

- By next January, they will have been dating for five years!
- By May, you will have been studying English in ETP for three years.
- By the time he finishes that thangka, he will have been painting for ten months.

We use the future perfect continuous to describe something that will be continuing to happen at a certain time in the future. Like the future perfect, it is often used with **when/by the time + simple present**.

将来完成进行时表示在将来某个特定时间之前开始的事件，特定时间的时候还正在进行。平常是跟 **when/by the time + simple present** 用的。དུས་རྒྱུན་when/by the time + simple present དང་ཕྱན་དུ་བཞོལ།

Future perfect continuous = will have been + V-ing

- _____ (eat)

Remember – in future sentences only the main verb is in a future tense! It's very common when using the future perfect or future perfect continuous to see the simple present in the same sentence after “when” or “by the time”

[when/by the time + simple present], [future perfect/future perfect continuous]

- When she reaches Lhasa, she will have been traveling for three months!
- They will have been dating for ten years by the time they marry next year.
- When you graduate this May, you will have been studying English for three years.

Exercise 1: Complete the conversations by following the model below (speaking)

A: Have you been doing your homework for long?

B: Yes – I've been doing my homework for several hours already.

A: Will you still be doing your homework at 6:00 tonight?

B: Yes, I will. By 6:00, I will have been doing my homework for ten hours!



1. Tashi, climb the mountain, several hours, at 5:00 this afternoon, fourteen hours



2. Alex, work in the office, a long time, at 4:00 pm, ten hours



3. Tony and Luke, live in Rebong, one year, in 2014, four years



6. Lindsay, herd the yaks on the mountain, three days, on Wednesday, five days



4. You, dating your girlfriend, two years, next year, three years



7. You and your parents, work in the fields, ten hours, at sunset, fifteen hours



5. Samantha, meeting with the headmaster, one hour, at 4:00 this afternoon, three hours



8. Lobsang, perform, five years, in 2020, a really long time!

Exercise 2: Complete the sentences using the simple future, future continuous, or future perfect continuous.

1. I think it _____ (rain) tomorrow.
2. Look at those clouds! I'm sure it _____ (rain) at 5:00.
3. It started to rain at 4:00. By 6:00, it _____ (rain) for two hours.
4. By this summer, she _____ (work) on the project for nearly three years. Hopefully she _____ (finish) it soon.
5. As global warming changes weather patterns and creates droughts and famines, I think that people in many countries _____ (soon/fight) for resources.
6. Don't call me tomorrow afternoon; I _____ (celebrate) the holiday.
7. I _____ (work) all day tomorrow, so I _____ (not go) to the monastery with you.
8. She _____ (travel) to Lhasa this summer.
9. She left from Guangzhou yesterday. By the time she gets off the train in Lhasa, she _____ (travel) for several days.
10. How long _____ (you/stay) in Xining? I hope you _____ (come back) to Rebong soon!

Exercise 3: Complete the sentences using any future tense (simple, continuous, perfect, perfect continuous) or the simple present

1. By next July, you _____ (study) English at ETP for three years.
2. By 2020, Xining _____ (become) a big city.
3. I _____ (eat) chicken for dinner tonight.
4. Lobsang _____ (sing) in the hall tomorrow evening.
5. By the time you _____ (arrive) home tonight, I _____ (already eat) dinner.

6. By next April, that town _____ (recover) from the earthquake for two years.
7. We _____ (visit) our grandparents this afternoon, so we _____ (not come) to the meeting at 4:00.
8. By the end of class tonight, you _____ (sit) in class for nearly nine hours!
9. I _____ (wait) for you at the airport when your bus _____ (arrive).
10. If it rains tomorrow, it _____ (rain) non-stop for eight days!
11. If it rains tomorrow, we _____ (not have) the picnic in Dobden. Instead, we _____ (put it off) until next week.
12. By the time she _____ (graduate) next year, Emma _____ (learn) Japanese for five years.

Phrasal Verbs 6: Separable

Verb	Meaning	Example
Blow up	1. To explode 2. To become important	The bomb blew up outside my house. The argument between Tashi and his girlfriend blew up last night.
Bring about	To cause, make something happen	The argument was brought about by a disagreement about where they wanted to go for dinner.
Bring together	To bring different ideas, things, people or influences together; to combine	His writing brought together African and European ideas. The party brought together many different people.
Carry out	To make something happen, to implement (a plan)	The government carried out their tree-planting program in the Rebgong valley.
Cover up	1. To cover something 2. To hide something (information, secrets, etc)	Please cover up the noodles or they will get cold. The US government tried to cover up the scandal (丑闻 གཏམ་ངན) but it still got out.
Do over	Redo something	Your homework was not good – please do it over.
Give out	To give something (to someone), to hand out	The teacher gave the papers out. I don't usually give out my telephone number to strangers.
Pass out	To hand out (papers, etc. to a class or group)	The teacher passed out the test papers.
Put aside	To stop using something; to put it	My father asked me to help him build some shelves, so I put my book aside

	somewhere to use later	for the moment and went to help him.
Put down	1. To be mean to someone; to insult someone 2. to put something on the ground	Don't be upset by what John said to you – he's just a rude guy; he's always putting people down. That computer's not yours – can you please put it down?
Put up	1. To put something somewhere above the ground (jacket, clothes) 2. Build, construct 3. To host someone	The company put up signs along the highway. This building was put up in 1920. I put up my aunt and uncle for a week last month.
Set up	To found or create, to organize, to build	The American government was set up by people in the 1700's. My teacher set up a visit to the universities in Xining. How do you set up this computer program?
Show off (often used with reflexive pronouns (yourself, etc.))	To display yourself, to try to make people see or notice you	You're good at basketball, but you shouldn't show your skills off just to impress the girls – it's not cool!
Talk into	To persuade or convince someone to do something	At first, I didn't want to go to Qinghai Lake in the winter, but Ben talked me into it.
Think up	To think of something (an idea, plan)	Whoever thought up the idea of the internet was really smart!
Try out	To try something	How do you know you don't like eating frog until you try it out?

Exercise 1: Complete the sentences with prepositions and pronouns

- Today, we had a great trip to the farm. Our teacher set _____.
- Several tall buildings are being built in Rebong, but I don't know who put _____ - or who will live in them.
- The teacher has some worksheets for the class, and will pass _____ soon.
- That toilet smells terrible! We should cover _____!
- The book was on the floor, so I put _____ on the shelf.
- My dog ate my homework, so I had to do _____.
- I know Alex is good at basketball, but I hate it when he shows _____.
- The economic problems were so severe that the government couldn't cover _____.
- I didn't want to eat the turtle soup, but my friend talked _____ doing it.
- You've never played Frisbee? You should try _____ sometime!
- If you put a potato in a microwave (微波炉 微波炉), you can blow _____!
- The Huangnan government has a new policy of soil conservation, and they are now carrying _____.
- That was a terrible idea! Who thought _____?

14. You won't need those books today – you can put _____ on your desks.
15. This is a difficult situation for everyone! And Tashi brought _____ by arguing with the headmaster.
16. Those two are so different that I don't know how they can be in a relationship. How did you bring _____?
17. The company bought small gifts for all of their employees, but forgot to give _____.
18. I need some help. I know you're reading a book, but can you put _____ for a few minutes?
19. Sometimes, our problems are small but we blow _____ to be more important than they really are.
20. I felt very sad after Tashi put _____.
21. Although I was busy and didn't have time to see my grandparents, I agreed to put _____ at my apartment while they visited Xining.

Exercise 2: Speaking - work in groups of two.

Speaker A: read the sentence with your book open.

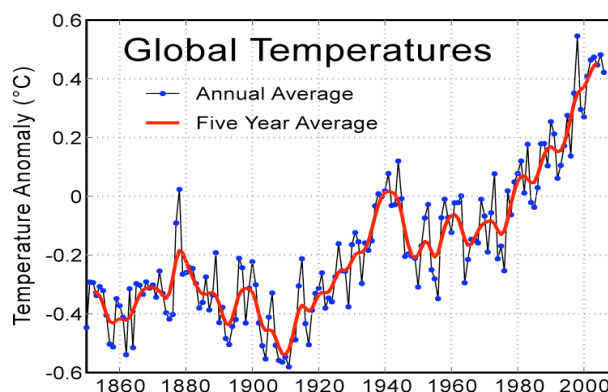
Speaker B: finish Speaker A's sentence with your book closed.

1. I have some papers here. Tashi, can you give _____?
2. The war started last year, but nobody knew what brought _____.
3. His painting included both Asian and South American influences, and he uniquely brought _____.
4. Those advertisements are great! Do you know who put _____?
5. That's a nice jacket. You should put _____.
6. The organization does good work and gives lots of money for projects in Qinghai. Tsering was the person who set _____.
7. That was an awful experience! I can't believe I let you talk _____ it.
8. My American friends were visiting Rebgong, so I asked Tashi if he could put _____.
9. This hospital looks new. Do you know when the government put _____?
10. You are good at singing, but you shouldn't show _____.
11. This is a good idea. When did you think _____?
12. That's a beautiful old building – why are they going to blow _____?
13. People are so mean to Josh – why are we always putting _____?
14. The government has a new program to build high-speed railways, but nobody is sure when they will carry _____.
15. I brought some brownies for the class! Can you help me pass _____?
16. Tashi is very sensitive. You shouldn't put _____.

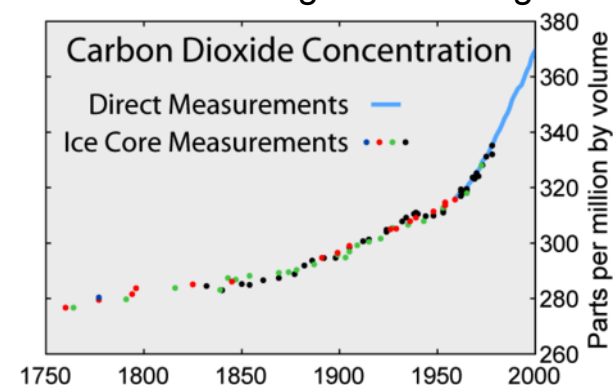
Special Topic: Global Warming

The world's weather is changing. For the past fifty years or so, scientists who measure the earth's climate have been observing increasing temperatures all over the world. This has become known as global warming or climate change. The graph shows annual temperature of the world since 1850, which have risen nearly 1 degree celsius [1°C].

While for many years scientists weren't sure why this was happening, they now agree that global warming is caused by increasing concentrations of greenhouse gases or GHG's (such as CO_2 and CH_4) in the earth's atmosphere. These gases exist naturally in the atmosphere. They keep the earth warm by absorbing heat from the sun and keeping the heat close to earth. Without these gases, the earth would be 33 degrees Celsius colder than it is today!



But today, because humans have been burning fossil fuels like coal and oil, more and more greenhouse gases are being emitted into the atmosphere. As a



result, the atmosphere has been absorbing more heat from the sun, and the earth has been getting warmer. Scientists are now very worried because the amount of carbon dioxide (CO_2) in the atmosphere has never before been above 300 parts per million. Now, it is nearly at 380 parts per million.

What will be the effects of global warming? Nine of the ten warmest years ever occurred in the past twenty years, precipitation patterns are changing, and there are more extreme weather events than ever before. Scientists predict that sea level will rise up to one meter within the next century, and other experts say that the changing climate will cause widespread famine, social problems, and possibly wars.

Should we stop global warming or should we simply adapt to it? This is a debate which has been growing increasingly important in recent years – and one which may greatly influence the future of humanity and of our earth.

graph (n) a picture that uses lines/curves/points to show information about numbers

concentration (n) the amount of something somewhere

atmosphere (n) air

emit (v), emissions (n) to send out something (gas, oil, pollution, etc)

precipitation (n) rain, snow, hail falling from the atmosphere

event (n) a thing that happens (party, test, etc.)

famine (n) when many people starve to death

adapt (v) to change in response to something

Reading Comprehension Questions

1. What is global warming? _____.

2. What causes global warming? _____.

3. What are some of the effects of global warming? _____.

_____.

_____.

4. What can be done to stop or slow global warming? (2 sentences)

5. In your opinion, how should we react (反应, 回返 བན་རྒྱས་ཐོན་པ་) to global warming? Should we try to adapt or try to stop it? Why and how? (2-3 sentences)

6. Can you see the effects of global warming in your hometown? How? (3 sentences)

Debate

You are at an international conference about global warming. How should the world try to fix this problem? The teacher will divide you into groups: representatives (代表 ཚན་གྱིད་པ།) of developed nations, representatives of developing nations, and people who don't believe global warming is important.

Cloze 1 (2010 湖南)

Behind our house is the start of a fascinating trail (小径). This trail is one of the old roads that wind through untold miles of forest. My 1, Beans, and I walk the trail frequently. Normally, Beans sniffs alongside the trail to follow the smell of a deer track or 2 some cause known only to him.

Beans is a white dog, quite handsome and very 3. He not only understands what we tell him, but also often makes sounds as if he were trying to 4 back.

One morning, we took a different route, which led us to an unfamiliar trail. I was sure this trail would eventually lead us to our familiar 5. But, no. We seemed to be far off course. After two hours, I suddenly realized that Beans probably 6 the way home. So I urged, "Beans, take me home." He ran down a new trail. But it merely led to an intersection (岔道口) of trails.

Soon it became 7 that we were getting nowhere. I began to picture the rest of the day in the 8, without food or drink. We had walked about ten miles. But Beans seemed totally 9. The sniffing and exploring was going well for him.

Finally, we 10 a crossroad near a highway. Lady Luck suggested I should turn left. We did and 11 reached a cottage beside a field. I knocked on the door and explained my situation to an old man. He laughed and then drove us home.

Since our adventure, I 12 that Beans probably knew all along how to get home. He was just having too much fun exploring new trails.

- | | | | |
|-------------------|----------------|----------------|------------------|
| 1. A. deer | B. dog | C. lady | D. man |
| 2. A. imagine | B. consider | C. explore | D. present |
| 3. A. smart | B. sweet | C. slow | D. shy |
| 4. A. turn | B. kick | C. jump | D. speak |
| 5. A. driveway | B. path | C. crossroad | D. highway |
| 6. A. knew | B. saw | C. showed | D. made |
| 7. A. mysterious | B. ridiculous | C. fascinating | D. apparent |
| 8. A. house | B. forest | C. field | D. cottage |
| 9. A. unconcerned | B. unconscious | C. undecided | D. uncomfortable |

- | | | | |
|-------------------|---------------|--------------|-----------------|
| 10. A. left for | B. went off | C. came to | D. drove toward |
| 11. A. punctually | B. frequently | C. formally | D. shortly |
| 12. A. regretted | B. remembered | C. concluded | D. confirmed |

Cloze 2 (2007 全国 II)

We arrived in Spain for the first time a few weeks ago. I decided to 1 a car because we had sold the one we had in England before 2 home. Yesterday the sales office rang us to say the car was 3. I had tried out a model like it before, but as I was not yet 4 driving in this city, my wife did not want me to collect it 5 so we went together to 6 it. We paid for the car and 7 the papers. They told us that there was 8 petrol (汽油) to take us to a garage, where we could fill up. The 9 garage to the office was about 100 yards away and we got there 10. But when I turned into main road I suddenly saw a lot of cars racing 11 me. I got out of 12 as fast as I could by backing into the garage 13 and the man behind 14 me.

"It's such a problem to 15 to drive on the right side, isn't it?" my wife said. "Yes, if only I had had a few lessons for 16." I replied. "You had better go 17 on the way home," my wife said. "You'd be sorry if you had 18 on the first day, wouldn't you?" While we were talking, the man behind got out of his car and said in good English, "Would you mind telling me 19 you are thinking of leaving? 20 are you going to sit in your car all day?"

- | | | | |
|-------------------|-------------------|------------------|-----------------|
| 1. A. borrow | B. drive | C. buy | D. choose |
| 2. A. leaving | B. making | C. returning | D. getting |
| 3. A. right | B. ready | C. fixed | D. sold |
| 4. A. sure of | B. satisfied with | C. interested in | D. used to |
| 5. A. on my own | B. right away | C. in a hurry | D. on the way |
| 6. A. receive | B. bring | C. order | D. fetch |
| 7. A. accepted | B. wrote | C. signed | D. copied |
| 8. A. little | B. enough | C. much | D. no |
| 9. A. best | B. nearest | C. quickest | D. cleanest |
| 10. A. lately | B. directly | C. safely | D. slowly |
| 11. A. after | B. with | C. around | D. towards |
| 12. A. their way | B. the garage | C. their sight | D. the car |
| 13. A. at last | B. once more | C. as usual | D. as well |
| 14. A. caught | B. cheered | C. shouted at | D. chatted with |
| 15. A. prepare | B. continue | C. choose | D. remember |
| 16. A. discussion | B. adventure | C. experiment | D. practice |
| 17. A. carefully | B. smoothly | C. quickly | D. differently |
| 18. A. an error | B. a problem | C. an accident | D. a headache |
| 19. A. when | B. why | C. how | D. what |
| 20. A. For | B. Or | C. But | D. So |

Test Reading 1 (2011 石家庄一模)

In a research on the effect of the transport sector (运输领域) on climate, it proves that road traffic contributes the most to global warming. The aviation (航天) sector has the second largest warming effect while shipping has a cooling effect on the Earth's Climate.

The study concludes that since pre-industrial times, 15% of CO₂ emissions (排放量) made by humans have come from the transport sector. The study implies that more attention needs to be paid to the fast growing road sector. Looking only at CO₂ emissions, road traffic alone has led to two-thirds of the warming caused by total transport emissions. The reason why road transport tops the list is mainly due to the large number of vehicles on the roads and the smaller

cooling effect from their emissions. The researchers said that the road emissions of today will make up three quarters of the warming caused by transport over the next hundred years.

Following road transport, aviation is the second largest transport contributor to global warming. However, the historical contribution from aviation emissions to global warming is more than doubled the contribution from road emissions. In fact, over the next 100 years, today's road emissions will have a climate effect that is four times higher than the climate effect from today's aviation emissions.

For shipping, the picture is more complicated. Until now, shipping has had a cooling effect on climate. This is because shipping produces a large amount of SO₂, which has a cooling effect. However, although the gas, until now, has given the shipping industry a cooling effect, this effect will disappear after a while, as the gas doesn't last long in the atmosphere. The long-lived CO₂, will dominate (占优势), giving shipping a warming effect in the long run.

In general, the transport sector's contribution to global warming will be continuously high in the future.

1. What can we learn about road traffic?

- A. It has the second largest warming effect on climate.
- B. It produces 15% of all CO₂ into the air every year.
- C. It created more CO₂ emissions than aviation in history.
- D. Its CO₂ emissions will probably increase in future.

2. Shipping has a cooling effect because...

- A. shipping conditions have been improved
- B. the amount of ships at sea is small
- C. it produces a gas which has a cooling effect
- D. the gas it produces can absorb CO₂

3. The underlined phrase in paragraph 4 probably means "_____".

- A. after a long time
- B. in a tiring race
- C. all the time
- D. during a long voyage

4. The passage mainly talks about ____.

- A. the effect of CO₂ on global climate
- B. the effect from traffic on global warming
- C. how to choose a green way to travel
- D. why transport produces so much CO₂

Test Reading 2 (2010 湖北襄樊调研)

Kiribati covers a massive 3.5 million square kilometers stretch of the Pacific Ocean, but in population terms it is one of the smallest countries in the world, with only 100,000 people. More than half of them live in the capital Tarawa—strip of coral which measures just 450 meters at its widest point. As well as being narrow, Kiribati is extremely low lying, which makes it one of the most easily influenced countries in the world when it comes to climate change.

"We are counting the days rather than the decades...We don't have the time that we thought we had previously," Kiribati President Anote Tong said.

Pelenise Alofa returned to Kiribati six years ago. The changes she saw led to her becoming one of the islands principal climate change campaigners. "Things began to change when I came here. I realized the king tides were big, and I told them 'have you heard of climate change, have you heard of global warming, this is part of it, you're in it,'" Ms Alofa told SBS.

Linda Uan and her New Zealand born husband John have been documenting the changing climate in Kiribati for nearly 20 years. They didn't have to travel far to film the effects of a storm three years ago when for the first time it washed through their home. "There's been a lot of changes," Linda said, "When we were little there was a definite dry season and a definite wet season, now you can't feel the difference anymore."

Kiribati is not just facing one knock-out punch but a whole round of killer blows. Because of its sensibility to the El Nino and La Nina weather patterns, climate scientists say droughts and floods will be more severe than in the past. Warmer seas could affect the migration patterns of fish, taking away vast taxes it gains from selling fishing licenses to foreign trawlers, while increased

storms are expected to destroy crops and make the limited supply of water in the shallow water pools undrinkable.

It's a claim the country will take to Copenhagen as it seeks to get the world's big emitters (排放者) to face up to the consequences of their actions. "It's a whole world issue," President Tong said. "It's a moral issue...it's almost criminal."

1. According to the passage, we can infer that _____.
 A. Kiribati covers a land area of 3,500,000 km²
 B. The country's average altitude is 450 meters in Kiribati
 C. Kiribati is one of the countries facing the climate change calmly
 D. Over fifty thousand people live in Tarawa
2. President Anote's words are quoted in order to show _____.
 A. the high pressure from time
 B. the importance of measuring time
 C. the different timing units
 D. the personal attitude towards time
3. Which of the following statements does Ms Alofa probably agree with?
 A. The tides hitting Kiribati used to be bigger than they are now.
 B. Most people in the world have never heard of global warming.
 C. Nobody can keep away from the effects caused by climate changes.
 D. Changes in this country will make you a climate change campaigner.
4. Climate changes have brought about the consequences EXCEPT _____.
 A. severe droughts and floods
 B. abundant fresh water
 C. fiercer storm and tide
 D. changed living patterns of fish

Test Reading 3 (2010 山东)

Ask someone what they have done to help the environment recently and they will almost certainly mention recycling. Recycling in the home is very important of course. However, being forced to recycle often means we already have more material than we need. We are dealing with the results of that over-consumption in the greenest way possible, but it would be far better if we did not need to bring so much material home in the first place.

The total amount of packaging increased by 12% between 1999 and 2005. It now makes up a third of a typical household's waste in the UK. In many supermarkets nowadays food items are packaged twice with plastic and cardboard.

Too much packaging is doing serious damage to the environment. The UK, for example, is running out of it for burying this unnecessary waste. If such packaging is burnt, it gives off greenhouse gases which go on to cause the greenhouse effect. Recycling helps, but the process itself uses energy. The solution is not to produce such items in the first place. Food waste is a serious problem, too. Too many supermarkets encourage customers to buy more than they need. However, few of them are coming round to the idea that this over-consumption cannot continue, encouraging customers to reuse their plastic bags, for example.

But this is not just about supermarkets. It is about all of us. We have learned to associate packaging with quality. We have learned to think that something unpackaged is of poor quality. This is especially true of food. But it also applies to a wide range of consumer products, which often have far more packaging than necessary.

There are signs of hope. As more of us recycle, we are beginning to realize just how much unnecessary materials are collecting. We need to face the wastefulness of our consumer culture, but we have a mountain to climb.

1. What does the underlined phrase "this over-consumption" refer to?
 A. Using too much packaging.
 B. Recycling too many wastes.
 C. Making more products than necessary.
 D. Having more material than is needed.
2. The author uses figures in Paragraph 2 to show _____.
 A. the tendency of cutting household waste
 B. the increase of packaging recycling

- C. the rapid growth of supermarkets
 3. According to the text, recycling _____.
 A. helps control the greenhouse effect
 C. is the solution to gas shortage
 4. What can be inferred from Paragraph 4?
 A. Unpackaged products are of bad quality.
 C. It is improper to judge quality by packaging.
 5. What can we learn from the last paragraph?
 A. Fighting wastefulness is difficult.
 C. People like collecting recyclable wastes.
- D. the fact of packaging overuse
 B. means burning packaging for energy
 D. leads to a waste of land
 B. Supermarkets care more about packaging.
 D. Other products are better packaged than food.
 B. Needless material is mostly recycled.
 D. The author is proud of their consumer culture.

Test Writing 1 (2011 江西)

假设你是星光中学的李华，将参加主题为“Let's Ride Bicycles”的英语演讲比赛。请撰写一份演讲稿，主要内容包括：

1. 目前汽车带来的空气污染和交通堵塞等问题；
2. 骑自行车的益处，如节能环保、有利健康等。

参考词汇：低碳生活 (low-carbon life)；节能 (energy saving)

注意：1. 词数：120 词左右；

2. 演讲稿开头和结尾已给出，请将其抄写在答题卡上且该部分不计入总词数。

Good morning, everyone,

I am Li Hua from Xingguang Middle School. The topic of my speech is “Let's Ride Bicycles”. _____

Thank you!

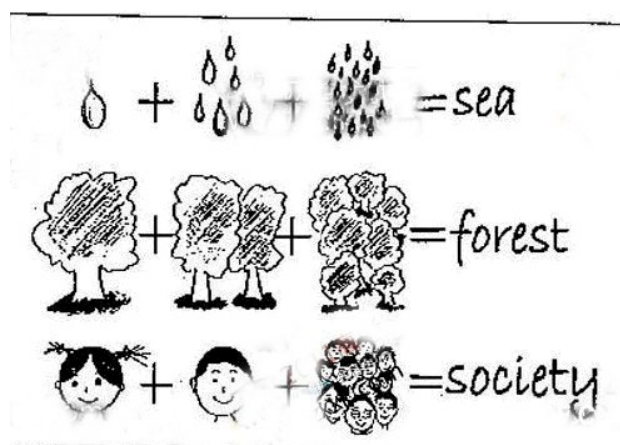
Test Writing 2 (2011 湖南)

假设你参加所在年级的英文写作比赛，请按如下要求完成一篇短文：

1. 简要描述下图内容，并点名主题；
2. 联系实际，表达该图带给你的启示

注意：1. 词数不少于 120 个；

2. 不能使用真实姓名和学校名称



Unit 4: Society and History

Vocabulary 1: Society

What is society? What things are part of society?

What makes one society different from another?

What do you think is the most important aspect (方面
ཕྱག་སྒྲུབ་ལ) of society? Look at the words below for ideas.



Match the words to their meanings. Write the meaning of each word in Tibetan.

- | | |
|---|--|
| 1. Society (n), social (adj) | 5 a very old custom, belief or story |
| 2. Economy (n), economic (adj) | ___ radio, TV, news, advertisements, etc. |
| 3. Culture (n), cultural (adj) | ___ a habit, something usual or traditional we do |
| 4. Custom (n) | ___ plans or actions carried out (实施 སྒྲུབ་པ་ལྟར་) by government |
| 5. Tradition (n), traditional (adj) | ___ about farming |
| 6. Religion (n), religious (adj) | ___ belief in gods/a system of belief |
| 7. Philosophy (n) | ___ to treat someone differently (usually badly) because they are not the same (race, religion, sex, class, etc.) as you |
| 8. Government (n) | ___ people living together, often with common traditions, laws, or cultures |
| 9. Politics (n), political (adj) | ___ change/growth/improvement over time |
| 10. Law (n) | ___ a society with its own culture and institutions |
| 11. Policy (n) | ___ most of (people, things), more than half |
| 12. Minority (n) | ___ a reason for something, a cause |
| 13. Majority (n) | ___ study of ideas about meaning of life, etc. / a theory or system of belief |
| 14. Industry (n), industrial (adj) | ___ system of trade, money, industry and business (n) / about money (adj) |
| 15. Military (n) | ___ what the government does using their power |
| 16. Media (n) | ___ a fighting force; army; soldiers |
| 17. Agriculture (n), agricultural (adj) | ___ a rule for everyone in a country/society |
| 18. Civilization (n), civilized (adj) | ___ less than half, few of (people, things) |
| 19. Development (n), develop (v) | ___ the people who control a country and make decisions and laws |
| 20. Discrimination (adj), discriminate (v) | ___ making goods in factories |
| 21. Origin (n), originate (v), original (adj) | ___ the beginning, source, start |
| 22. Factor (n) | ___ art, music, literature, ideas, beliefs and ways of behaving shared by a group of people |

Reading: Indian Society



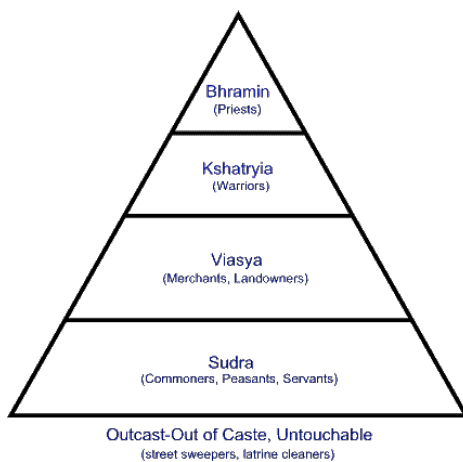
Indian society is unlike any other. A democracy (民主 དམངས་གཞི) which still has an ancient, strict system of social castes (种姓制度 རྩམ་རྒྱུད་ལམ་ལུགས), India is quickly developing into a world power. The country's economy has been growing quickly for the past several decades, especially in fields of science and technology. Indian media, especially the film industry, is increasingly powerful and important worldwide. Yet in many ways the country's ancient cultures remain the same.

India is a place where the traditional meets the modern, where the lives of people in high-technology super-cities are still, in many ways, defined by ancient custom.

Indian civilization has a nearly 4,000 year history. Many important religions and philosophies originated in India, including Buddhism, Hinduism, Jainism and Sikhism. Today, religion remains an important part of Indian culture and modern life. However, the greatest religious divide in modern India is between the Hindu majority and the Muslim minority. These religious groups are often fighting political fights in government –



fights which sometimes get transformed into mass unrest (动荡 གཞོ་འགུལ).



Indian society is also defined by its caste system. Since ancient times, Indian Hindus have been divided into five ranked classes (等级 རིམ་པ་ 阶层 རྩམ་རིམ): priests (神职人员 རྩམ་བྱེད་ལས་སྡེ), warriors, businesspeople, workmen, and the “untouchables” – outcasts (被遗弃的人 རྩམ་དབྱུང་བའི་མི) of society who were ostracized (逐出 རྩམ་སྤྱད), spit on and generally treated terribly. This was not some small group of

people – untouchables make up (构成 བཞེངས་པ་) 15 to 20% of the country's population!

India has recently created many laws and policies to allow untouchables access (使用权 བཞོལ་སྤྱོད་དབང་ཆ) to education and jobs. However, the caste system remains today, and untouchables still face severe discrimination in Indian society. Nevertheless, untouchables can vote in India's democratic system – the world's largest.

India faces many problems, including overpopulation and pollution. While industry is booming (兴盛 དར་རྒྱས), the majority of the



population still works in agriculture and remains extremely poor. There are many

factors, from religion to technology to the environment, that influence modern society in India: who knows what the 21st century will bring for this ancient, rising power?

Reading Comprehension Questions

- Which of the following things does the passage NOT say about India?
 - The economy is developing quickly
 - Hindus and Buddhists are constantly fighting
 - The government is a democracy
 - There is a strict system of social classes
- Which of the following is a majority in India?
 - Muslims
 - Untouchables
 - Farmers and herders
 - Warriors
- Untouchables are NOT _____.
 - Given opportunities through Indian law
 - Treated badly by much of the Indian population
 - Hindus
 - Muslims
- Throughout the reading, the author suggests that India is a mixture of _____.
 - Religion and philosophy
 - Modern and high-tech
 - Agriculture and economics
 - New and old
- What do you think about the Indian system of social castes? Can it fit with the country's democratic political system? (3 sentences or more)



Grammar: Mixed present and past verbs

Exercise 1: Complete the table below

Verb	Example (eat)	Sentence (choose a different verb)
Simple present	eat	I run to school every day.
Present continuous		
Simple past		
Past continuous		
Present perfect		
Past perfect		
Present perfect continuous		

Past perfect continuous		
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Exercise 2: Complete the dialogues below following the model (speaking)

A: Have you talked to the boss yet today?

B: No I haven't. I have been feeling very tired recently, and I would rather sleep.

A: But the meeting has already started! You are missing it right now.

B: That's too bad, but I'd really rather sleep than go to the meeting.



1. exercise, tired, sleep, the exercise class



5. played in the snow, exhausted (累死了 ཐང་ཆད་པ་), relax, snowball fight



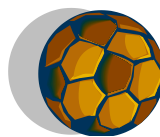
2. see the doctor, healthy, work, your doctor's appointment



6. go shopping, ill, go to the doctor, sale (折扣 གོང་བཅག་པ་)



3. do your homework, lazy, watch TV, class



7. watch TV, energetic, play soccer outside, TV show



4. see your children, angry at my children, go to the bar, their basketball game



8.

Exercise 3: Complete the sentence below using any present or past verb.

1. The doctor _____ (diagnose) his illness yesterday.

2. I _____ (be) to Beijing, but not to Xi'an.

3. Jason _____ (clean) the classroom for hours, but it still looks dirty.

4. I _____ (never see) an elephant before I _____ (go) to Thailand.

5. Brenda _____ (play) basketball right now, so she can't answer her phone.

6. Alex _____ (watch) TV when the electricity went out.

7. Sam and Lucy _____ (date) for nearly a year by the time they _____ (break up).

8. China _____ (develop) very fast over the past 30 years.

9. Tashi _____ (keep) his hometown's old traditions alive since he _____ (be) a young boy. But now he _____

_____ (grow) old, and recently he _____ (wonder) who will continue to follow the old traditions in the future.

Exercise 5: Complete the dialogues below following the model (speaking)

A: Why are you so late to dinner?

B: I had to stay late at the office because I hadn't finished my work from yesterday.

A: Do you know that before you came, your girlfriend had been waiting for you for nearly an hour?

B: I'm sorry – I hadn't wanted you to wait for me, but I couldn't arrive earlier.

1. the sports meeting, school, I / not / complete my homework, the teachers

2. the meeting, home, my children / not / go to school yet, your colleagues (同事们
ལས་ཁྲོགས་ཚོ)

3. our date, my apartment, I / not / clean the house for a long time, I

4. the wedding, the house, I / not / finish / getting dressed, the bride and groom

5. my party, school, I / not / clean the classroom properly, I

6. class, the bedroom, I / not / wash my clothes, the whole class

7. lunch, the classroom, students / not / finish asking questions, your wife

8. _____

Exercise 4: Circle the correct answers to complete the story below

Tara (is studying/has studied/has been studying) at Huangnan #2 Middle School for three years now, but she (graduating/will graduate/will have graduated) this year. By the time she (arrives/has arrived/arrived) here three years ago, she (has already studied/had already studied/already studied) English for four years at her middle school in Henan. But since coming to school, her English (improved/has improved/will improve) significantly.

Since coming to school, she (will date/is dating/has been dating) Tim, a boy from Zeku. She (is loving/loves/is loves) Tim very much, but she (wasn't knew/doesn't know/didn't know) what will happen when they graduate this year. She says that before meeting Tim, she (has never truly loved/will never truly love/had never truly loved) any boy.

Before coming to school in Rebong, Tara (has studied/was studied/had studied) at the Henan Nationalities School. But one day, some people (have come/were come/came) to her school and (choose/chose/have chosen) her for a scholarship to study English. Before that time, she (hasn't thought/hadn't thought/

wasn't thought) about studying English. But now, English (became/will become/has become) one of her favorite subjects.

Tara (works/worked/is working) very hard right now, because the college entrance test (is/is being/has been) this year. But she (thought/will think/thinks) she will do well on the test. She (hoped/hopes/has hoped) to go to a good university and continue studying English with her classmates.

Exercise 6: Complete the story below using any present or past verb

What is the most powerful force in American society? Is it the government, which for more than 200 years _____
_____ (write) the policies which shape the lives of Americans? Is it the media, which _____
(create) a culture of consumers and advertising? Is it the corporations (公司), which _____
(always control) the country's economy? Is it the nation's philosophy, which _____ (unite, 团结 联结)
people from many backgrounds into one society? Or is it religion, which at different times _____
(bring) the country together and _____ (tear) the country apart?



I _____ (think) that the most powerful force in modern American society _____ (be) the corporations. These companies _____ (control) American politics for a long time, but now they _____ (control) the government like never before. Companies _____ (pay) lawyers to fight for the policies they want, and also _____ (give) money to help elect (选举 推选) politicians. Many people _____ (believe) that the American economic-political systems are increasingly corrupt (腐败 贪污).

When the founders of the United States _____ (design) the country's political system, they likely _____ (not think) about this problem. Before the mid-1800's, most Americans _____ (work) in agriculture. But as industry _____ (grow) during the late 1800's, large corporations _____ (begin) to form. Now, these corporations _____ (become) an incredibly powerful force in American society – a force which _____ (not always listen) to the American people or government.

Phrasal Verbs 7: Three word

Some phrasal verbs are three-word verbs. These include one verb and two prepositions. Most three-word phrasal verbs are inseparable, but there are a few exceptions.

Verb	Meaning	Example
Come up with	To find or create something (an idea, an invention)	Whoever came up with the idea for the internet was very smart!
Drop in (on)	Visit without calling first or without an invitation	I dropped in on Tashi yesterday – he was very surprised to see me.
Drop out (of)	To leave (school, university)	Did you know that Tsering dropped out of school this year?
Fool around (with)	To have fun (and waste time)	I like to fool around with friends when I have free time.
Get along (with)	To have a good relationship with	Do you get along with Lucy?
Get back (from)	To return from (a trip)	When did you get back from your trip to Lhasa?
Get through (with)	Finish	I need to get through with this work before lunchtime.
Keep up (with)	To go as fast as, be as advanced as	He's too smart – I can't keep up with him in math, English or any subject!
Look out (for)	Be careful, look!	Look out for that car! It's going to hit you!
Run out (of)	To have no more of something, to finish	The store has run out of Xiang Piao Piao.
Sign up (for)	Put your name on a list	All of my friends signed up for the school trip to Xining.
Watch out (for)	Be careful, look!	Watch out for that car!

Exercise 1: Complete the sentences using prepositions

1. Look out ! A car is coming!
2. Look out for that car!
3. Where did you grow up?
4. I grew up in Xining.
5. I went to the shop, but they had run out of milk, so I didn't buy anything.
6. Do you want to get together with some friends today to meet?
7. A: Where have you been? I haven't seen you in years?

B: I've been in Golog teaching English, but now I'm back here in Xining.



A: When did you get _____ Golog?

B: I got _____ Golog last month.

8. Did you know that Sarah dropped _____ school last week?



9. Watch _____ that motorcycle – it's going to hit you!

10. I don't know what to do tomorrow – I'd better come _____ an idea of something to do, or else I'll be really bored!

11. When do you think you'll get _____ your work? I hope you come home soon.

12. Tsering dropped _____ me yesterday evening at my house; before then, I hadn't seen him in months!

13. Do you get _____ your roommates? If not, this may be a difficult year at school.

14. A: You should sign _____ the school trip to Labrang monastery! It will be a lot of fun!

B: I know...I wanted to sign _____, but the trip was already full!

15. A: You run so fast – I can never keep _____ you!

B: But you're good at other things! For example, I have never been able to keep _____ you in math.

Exercise 2: Complete the conversations below by following the model (speaking)

A: Hey Joe, this is Samir. Would you like to get together today?

B: Sorry, but I'm busy. I have to take back my library books.

A: Are you free after you take them back?

B: Unfortunately, I'm not. I also have to pick my motorcycle up at the mechanic's.

A: What about after you pick it up? Can we get together then?

B: I'd love to, but I can't. After I pick up the motorcycle, I have to drop my sister off at the train station.

A: Wow – you're busy! Do you have to do anything after you drop her off?

B: No, but by then I'm sure I'll be exhausted! Let's get together tomorrow instead.

A: Fine, I'll call you up in the morning.

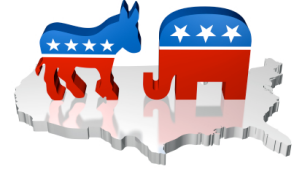


1. clean up the house, throw out the trash, pick up my grandparents in Dowa
2. put away my clothes, start my homework over, pick out clothes for the party
3. hang up decorations for the new year's party, drop off my car at the mechanic's, call back the doctor
4. figure out my hospital bill (帳单 རྩིས་འཛིན་), fill out my college applications, call up my insurance agent (代理人 ལས་ཁབ་མི་སྣ)

5. pick out my clothes for the wedding, write down the names of the wedding guests, get together with the wedding planner
6. _____, _____, _____

Special Topic: American Politics

The story of American politics can be described as the story of a constant war between two political parties (党 ㄋㄤ). These parties, the Democratic Party ('democrats') and the Republican Party ('republicans') have fundamentally different ideologies and beliefs. Consequently, these parties have always fought with each other over nearly every foreign and domestic issue, and are still fighting with each other today. Almost all American politicians, including the president, belong to one party or the other. As such, these parties are fighting so constantly that sometimes it can be difficult for the government to actually do anything!



The Republican Party (also known as the 'right' or 'right-wing') is the more conservative of the two parties. It was founded just before the American Civil War (美国国内战争 ㄇㄞˊ ㄎㄨㄛˊ ㄋㄧˊ ㄋㄨㄛˊ ㄋㄤˊ ㄉㄨㄥˊ ㄋㄤˊ) by people who thought slavery was bad. In the 1800's, the party's most famous president was Abraham Lincoln (林肯 ㄌㄧㄣˊ ㄎㄩㄣˊ), who was most famous for ending slavery in America. The Republicans believe in the idea of limited government – that the government should be smaller and less powerful, and that more power should be given to local governments and individual people. As such, they believe that the government shouldn't do very much. The economy, schools, and other services should be private, not government-controlled. Many Republicans also believe that America should be a more Christian country, and that the Christian religion should be given priority over others in national events and festivals. Famous recent Republican presidents include Ronald Reagan (里根 ㄌㄧˊ ㄎㄨㄣˊ) and George W. Bush (布什 ㄅㄨˊ ㄕㄨˊ).

The Democratic Party, also known as the 'left' or 'left-wing,' is the more liberal of the parties. It was founded in the 1790's by Thomas Jefferson, and at the time was more conservative than they are today. They had similar ideas to today's Republican Party. In the 1800's, many democrats supported slavery. But by the 1900's, the party became known for its social services (社会服务 ㄕㄨㄞˊ ㄏㄜˊ ㄈㄜˊ ㄨㄛˊ ㄕㄨㄞˊ ㄈㄜˊ ㄨㄛˊ) that helped poor people. Democrats today believe that government should take care of all American people, especially the poor and minorities. They want to do this by providing public healthcare and education to all people, making rich people pay more taxes than poor people, and having the government make laws about things that may harm people (such as making it harder to buy guns, stopping global warming, etc.). The Democrats also want to keep government separated from religion. Famous recent Democratic presidents include Bill Clinton (克林顿 ㄎㄧㄣˊ ㄌㄧㄣˊ ㄋㄨㄣˊ) and Barack Obama.



The Republicans say that the Democrats and their policies make people less free. The Democrats say that the Republicans and their policies help the rich and hurt the poor, and that they discriminate against poor people and minorities. The Republicans say the Democrats don't believe in true American values of independence and freedom, while Democrats argue Republicans are old-fashioned and don't believe in changing their policies to fit changing times. This is an argument that has been continuing for more than 200 years – and doesn't look like it's going to end soon.

Vocabulary: Match the words below to their meanings

- | | |
|---|---|
| 1. Fundamental (adj), fundamentally (adv) 根本的 རྩ་བའི | ___ Democrats and Republicans have different ____. |
| 2. Ideology (n) 主义 ལམ་ལུགས་ 意识形态 རིམས་ཁམས་ཀྱི་རྒྱུ་པ། | ___ American ___ is very expensive! |
| 3. Domestic (adj) 国内 རྒྱལ་ནང་། 家用的, 驯养的 | ___ Stop fighting, or I'll ___ you and move you to different parts of the class! |
| 4. Slavery (n), slave (n) 奴隶 བླ་གཞོན་ | ___ In Yunnan, the Yi (彝族) once had ____. |
| 5. Limit (n), limited (adj) 限制, 有限的 ཚད་ཡོད | ___ In Golog, there is a famous ___ school at the Ragya monastery. |
| 6. Private (adj) 私人的 མི་སྒྲེད། | ___ My first ___ this year is improving my written and spoken English. |
| 7. Priority (n) 优先, 重要, 重视 གཙོ་བོ | ___ How much money do you pay in ____? |
| 8. Healthcare (n) 医疗保健 བདེ་ཐང་འགན་སྲུང | ___ I'm friends with him, but we're ___ different people. |
| 9. Tax (n, v) 税 རྒྱལ | ___ The highway speed ___ is 100 km/hour. |
| 10. Separate (v, adj) 隔离, 分开的, 单独的, 分局 ཁ་བྲལ་བཏང་བ། | ___ The Xining airport only has ___ flights; no airplanes there fly to other countries. |

Comprehension Questions

- Which of the following do Republicans believe in?
 - many social services for poor people
 - big government
 - America should be more Muslim
 - small government
- Which of the following do Democrats believe in?
 - helping rich people
 - making poor people poorer
 - making America more Christian
 - protecting the environment
- The passage says American government sometimes can't do anything. Why?
 - agreements between the parties
 - arguments between the parties
 - taxes and the economy
 - people becoming less free
- Do you agree with the policies of one party or another? Why or why not?

5. If you could create your own party, what would they believe in? What policies would they make? _____

Cloze 1 (2011 陕西)

In a land far away, once upon a time there was great poverty, and only the rich could manage without great 1. Three of those rich men and their servants were 2 together on a road when they came to a very 3 village.

The first could not stand seeing the poverty, 4 he took all the gold and jewels from his wagons (四轮载重马车) and shared 5 out among the villagers. He wished them all the best of luck, and he left.

The second rich man, seeing the 6 situation, stopped for a short time and gave 7 all his food and drink, since he 8 see that money would be of little 9 to them. He made sure that they each 10 their fair share and would have enough food to 11 for some time. Then, he left.

The third rich man, on seeing such poverty, 12 and went straight through the 13 without stopping. The two other rich men saw this from a distance and commented with each other 14 the third rich man lacked sympathy. It was 15 that they themselves had been there to offer help.

However, three days later, they 16 the third rich man, who was coming in the opposite direction. He was 17 travelling quickly, but his wagons, 18 the gold and valuables they had been 19, were now full of farming tools and bags of 20. He was rushing back to help them out of poverty.

- | | | | |
|---------------------|-----------------|---------------|---------------|
| 1. A. loss | B. expectations | C. success | D. problems |
| 2. A. standing | B. travelling | C. gathering | D. running |
| 3. A. faraway | B. poor | C. different | D. ancient |
| 4. A. unless | B. because | C. so | D. if |
| 5. A. them | B. anything | C. nothing | D. those |
| 6. A. curious | B. worrying | C. dangerous | D. puzzling |
| 7. A. the villagers | B. his servants | C. the others | D. the rest |
| 8. A. could | B. might | C. should | D. must |
| 9. A. interest | B. concern | C. use | D. attraction |
| 10. A. returned | B. gained | C. offered | D. received |
| 11. A. remain | B. last | C. supply | D. share |
| 12. A. turned back | B. set out | C. showed off | D. speeded up |
| 13. A. village | B. land | C. field | D. road |
| 14. A. whether | B. how | C. where | D. when |
| 15. A. good | B. certain | C. true | D. strange |
| 16. A. welcomed | B. met | C. accepted | D. persuaded |
| 17. A. still | B. already | C. always | D. indeed |
| 18. A. except | B. instead of | C. apart from | D. along with |
| 19. A. loading | B. treasuring | C. carrying | D. earning |
| 20. A. food | B. jewels | C. money | D. seeds |

Cloze 2 (2011 甘肃第二次诊断)

Salt, shells or metals are still used as money in out-of-the-way parts of the world today. Salt may seem rather a 1 substance to use as money, but in countries 2 the food of the people is mainly vegetable, it is often an absolute 3. Cakes of salt, stamped to show their 4, were used as money in some countries until recent 5, and cakes of salt 6 buy goods in Borneo and parts of Africa.

Sea shells 7 as money at some time 8 another over the greater part of the Old World. These were 9 mainly from the beaches of the Maldives Islands in the Indian Ocean, and were traded to India and China. In Africa, shells were also 10 right across the continent from East to West.

Metal, valued by 11, preceded (先于.....) coins in many parts of the world. Iron, in lumps, bars or rings, is still used in many countries 12 paper money. It can either be exchanged 13 goods, or made into tools, weapons, or ornaments. The early money of China, apart from shells, was of bronze, 14 in flat, round pieces with a hole in the middle, called "cash". The 15 of these are between three thousand and four thousand years old—older than the earliest coins of the eastern Mediterranean.

Nowadays, coins and notes have 16 nearly all the more picturesque (画面) 17 of money, and 18 in one or two of the more remote countries people still keep it for 19 use on

ceremonial 20 such as weddings and funerals, examples of primitive money will soon be found only in museums.

- | | | | |
|----------------------|----------------|------------------|------------------|
| 1. A. terrible | B. strange | C. experienced | D. ridiculous |
| 2. A. what | B. when | C. where | D. which |
| 3. A. necessity | B. advantage | C. importance | D. effect |
| 4. A. price | B. pattern | C. role | D. value |
| 5. A. situations | B. events | C. times | D. conditions |
| 6. A. still | B. also | C. even | D. never |
| 7. A. should be used | B. are used | C. would be used | D. had been used |
| 8. A. and | B. or | C. yet | D. but |
| 9. A. grown | B. produced | C. collected | D. raised |
| 10. A. found | B. sold | C. bought | D. traded |
| 11. A. length | B. weight | C. shape | D. color |
| 12. A. instead of | B. in spite of | C. in terms of | D. in line with |
| 13. A. against | B. as | C. in | D. for |
| 14. A. really | B. seldom | C. often | D. much |
| 15. A. earliest | B. latest | C. farther | D. best |
| 16. A. reflected | B. reproduced | C. replaced | D. recovered |
| 17. A. sizes | B. shapes | C. volumes | D. forms |
| 18. A. although | B. since | C. because | D. if |
| 19. A. original | B. future | C. historical | D. official |
| 20. A. chances | B. occasions | C. gatherings | D. assemblies |

Test Reading 1 (2008 冲刺试题)

Australia has a very colorful multicultural society. Part of the population was born overseas, most of whom were made up of children of at least one parent who was born overseas. In this mix of people, there are about 200 languages and many different religions.

The Australian government holds to a policy that welcomes people from all cultures: each Australian has the right to “keep and celebrate, within the law, their culture, language, or religion”. By following four key principles, Australia hopes to keep its culturally diverse society successful, open to new ideas and united to a shared future as a nation.

The first principle emphasizes the duty of each Australian to follow and uphold the laws and principles for protecting freedom and equality for all.

The second principle points out the importance of respecting other people. This means that not only does each Australian have the right to have his own beliefs and culture, but that he must also give the same right to others.

The third principle stresses that each person is equal and therefore should be treated with equal fairness. There should be no discrimination against people because of their culture, religion, language, nationality, gender, etc.

The fourth principle is a reminder that all Australians benefit from having a strong society. Multiculturalism offers great benefits to all, not only cultural, but social and economic as well.

1. Why do we say Australia has a very colorful multicultural society?

- A. there are about 200 languages and many different religions.
- B. part of the population were born overseas
- C. most natives marry foreigners
- D. the natives can understand different languages

2. What does the third principle stress?

- A. The importance of respecting other people
- B. All Australians get some benefit from having a strong society

- C. The duty of each Australian to follow and uphold the laws and principles for protecting freedom and equality for all
 D. Each person is equal and therefore should be treated with equal fairness.
3. Which in the following is the best title?
 A. Australia's population B. Australia's society
 C. Australia's great equality D. Australia's four key principles
4. What policy does the Australia's government hold to?
 A. People from any country is popular
 B. Children of at least one parent who was born overseas
 C. Discrimination against people
 D. The importance of respecting other people
5. What does the author think of the Australia's government's policy?
 A. Opposed B. Neutral C. Optimistic D. Pessimistic
6. The underlined word "uphold" in Paragraph 3 means "_____".
 A. set B. change C. disobey D. support

Test Reading 2 (2011 安徽)

Ireland has had a very difficult history. The problems started in the 16th century when English rulers tried to conquer (征服) Ireland. For hundreds of years, the Irish people fought against the English. Finally, in 1921, the British government was forced to give independence to the south of Ireland. The result is that today there are two "Irelands". Northern Ireland, in the north, is part of the United Kingdom. The republic of Ireland, in the south, is an independent country.

In the 1840s the main crop, potatoes, was affected by disease and about 750,000 people died of hunger. This, and a shortage (短缺) of work, forced many people to leave Ireland and live in the USA, the UK, Australia and Canada. As a result of these problems, the population fell from 8.2 million in 1841 to 6.6 million in 1851.

For many years, the majority of Irish people earned their living as farmers. Today, many people still work on the land but more and more people are moving to the cities to work in factories and offices. Life in the cities is very different from life in the countryside, where things move at a quieter and slower pace.

The Irish are famous for being warm-hearted and friendly, Oscar Wilde, a famous Irish writer, once said that the Irish were "the greatest talkers since the Greeks". Since independence, Ireland has revived (复兴) its own culture of music, language, literature and singing. Different areas have different styles of old Irish song which are sung without instruments. Other kinds of Irish music use many different instruments such as the violin, whistles, etc.

1. What does the author tell us in paragraph 1?
 A. how the Irish fought against the English. B. how Ireland gained independence.
 C. how English rulers tried to conquer Ireland. D. how two "Irelands" came into being.
2. We learn from the text that in Ireland_____.
 A. food shortages in the 1840s led to a decline in population
 B. people are moving to the cities for lack of work in the countryside
 C. it is harder to make a living as a farmer than as a factory worker
 D. different kinds of old Irish songs are all sung with instruments
3. The last paragraph is mainly about_____.
 A. the Irish character B. Irish culture
 C. Irish musical instruments D. a famous Irish writer
4. What can be the best title for the text?
 A. Life in Ireland B. A very difficult history
 C. Ireland, past and present D. The independence of Ireland

It is often harder to repeal (废止) a law than to pass one, so many of these old laws remain in existence. Because they no longer fit the way people live or because the problem no longer exists, these laws are ignored. Everyone understands that and life goes on. Thus, laws that once made very good sense now seem like nonsense.

1. According to the passage, laws are designed for the purpose of _____.
A. protecting people's rights
B. making people respect each other
C. preventing gun-carrying
D. punishing criminals
2. The word "job" in paragraph 1 refers to...
A. working
B. shooting
C. preventing gun-carrying
D. disturbing others
3. The author used the Indiana law as an example to explain _____.
A. how some laws are passed and changed
B. how people in Indiana open cans
C. why some laws may seem strange
D. why people in Indiana no longer use their guns
4. What's the problem with the law concerning motor vehicles?
A. It leads to traffic jams.
B. It is not clearly written.
C. It is not designed to serve a good purpose.
D. It has been out of date.
5. We can conclude from the passage that _____.
A. a law system is necessary for every society
B. some laws that don't make sense may also get passed
C. it is more difficult to change the old law than pass a new one
D. some laws may seem strange as time passes

Test Writing 1 (2009 全国 II)

2. 可以适当增加细节, 以使行文连贯。

Dear Sarah,
Thank you for your letter asking about the rebuilt Qianmen Street. Here is something about it.

Yours,
Li Hua

Test Writing 2 (2011 全国)

假定你是李华，你所喜爱的 Global Mirror 周报创刊五周年之际征集读者意见。请你依据以下内容给主编写封信，内容主要包括：

- 1. 说明你是该报的忠实读者
- 2. 赞赏该报优点：
 - 1) 兼顾国内外新闻
 - 2) 介绍名人成功故事
- 3. 提出建议：刊登指导英语学习的文章

注意：1. 词数 100 左右，开头语已为你写好；
2. 可以适当增加细节，以使行文连贯。

Dear Editor-in-Chief,
Congratulations on the 5th anniversary
of Global Mirror!

Sincerely yours,
Li Hua

Vocabulary 2: Historical Events

What is history?

Who makes history? Who writes history?



Why do we study history? Why is history important?

Complete the stories by writing in the words below. The underlined words have been finished for you.

1. World War II: Triumph and Tragedy

Tragedy (n) 不幸, 悲剧 ལས་མི་བཟང་།

Fall (n/v) 下降 ལུང་བ།

Disaster (n), 灾祸 ཆག་སྒོ།

Event (n) 事件 རྟོན་སྒྲིན།

War (n) 战争 དམག་འབྲུག།

Defeat (n/v) 战败, 失败 བཅ་བ།

Triumph (n/v) 巨大的成功 རྒྱལ་ཁ་ཆེན་པོ།

Success (n), successful (adj) 成功 རྒྱལ་

ལ།

Attack (n/v) 攻击, 抨击, 侵袭 བར་ཆོལ།

Rise (n/v) 上升, 兴起 ཡར་འཕགས་བ།

Misfortune (n) 不幸 ལས་ངན།

World War II was an important historical _____ (n). This massive _____ (n) continued for nearly a decade and absorbed much of the world in fighting. In 1945, the Allies (同盟国 མཉམ་སྐྱེལ་རྒྱལ་ཁབ།) finally won and _____ (v) the Germans and Japanese. But this _____ (n) for the Allies came at a severe cost – 50 to 70 million people lost their lives. Consequently, though the war was _____ (adj) for the Allies and caused the fall (n) of Germany and Japan, I would suggest that we should instead think of the war as a tragedy (n) for countries around the world.

The years of _____ (v, “ing”) armies destroyed much of Europe and Asia. People in these countries suffered _____ (n) and _____ (n) beyond count.



By the time the war was over, America _____ (v, past perfect) into a great power. But while America did give some aid (援助 རོགས་རམ) to help countries recover (复原, 恢复 སྐར་གསོ), I would argue that it could have – and should have – given more. This is especially true because of the strange fact that the war barely touched American lands. If America had given more aid to Asian countries especially, these nations might not have suffered so much in the following years.

While it must have been difficult for the American government to decide where to send the money, it ought to have been more generous in helping repair countries broken by war. With more aid, these countries could have recovered and rejoined the international community that much more quickly.

2. Scandal in Benton Restaurant

Predicament (n) 困境 མི་བྱ་ཐབས་མེད།

Mystery (n), mysterious (adj) 奥秘, 神秘
གསང་བ་སྐྱོན་གྱུར།

Scandal (n) 丑闻 གཏམ་ངན།

Coincidence (n) 巧合 ལྟོས་དབང།

Attain (v) 达到, 获得 ཐོབ་པ།

Attempt (v) 试图, 尝试 འབད་བརྩོན།

Situation (n) 情况 གནས་ཚུལ།

There was a terrible _____ (n) last night at the Benton Cafe in Benton, Ohio. Mr. Swanson and his girlfriend Jen had just sat down to dinner when a _____ (adj) stranger walked up to their table,



pulled out his gun, and told Jen to give him her purse. The purse held all of her money and valuables (贵重品 དངོས་པོ་སྤྲུལ་ཆོས།), but as she couldn't have fought against a gun she decided to hand it over to the man. The man ran away into the night.

But it didn't stop there, as without the purse Mr. and Mrs. Swanson had no money to pay for the meal. They argued with the waitress until another customer came over to see what the problem was. The woman gasped: at the table, she saw her husband, Mr. Swanson, kissing another woman!

"What a pleasant _____ (n) that we're both dining at the same restaurant!" said Mrs. Swanson to her husband. Her husband looked up in horror. What was he to do? There was no good way to solve the problem he'd created - he truly found himself in a terrible _____ (n). Without a word, he _____ (v) to run away. But before he could _____ (v) freedom, he was caught by the restaurant waitresses.

"Not so fast," they told Mr. Swanson. "You must have forgotten. You ought to have paid the bill for your ladies. You shall not leave until you do."



Mr. Swanson then sat while the two ladies yelled at him for hours. He had gotten himself into a pretty bad _____ (n)! One can only hope he was regretting the decisions he had made!

Reading Comprehension Questions

- What is the author's argument (论点 ཚུན་པ) in the first story?
 - World War II was a great triumph and America shouldn't have given more aid afterward
 - World War II should never have happened; aid was unimportant
 - World War II should be considered (认为 ལྟ་ཚུལ། བསམ་ན་) a tragedy and America should have given more aid afterwards
 - America should have given more aid afterwards
- What does the author of the first story think is strange about the war?
 - America didn't give money afterwards
 - America gave money afterwards
 - The war barely touched American soil
 - The war is not considered a tragedy
- The author of the first story says that if America had given more aid, what would have happened?
 - no more world wars in the future
 - faster development and rebuilding
 - slower recovery and development
 - more construction but slower economic growth
- In the second story, who was eating dinner with Mr. Swanson?
 - his wife
 - his waitress
 - his manager
 - his girlfriend
- In the second story, why are Mr. Swanson and his girlfriend arguing with the waitress?
 - Mr. Swanson was found to have both a wife and a girlfriend
 - Mrs. Swanson found their table
 - the purse was stolen and they didn't have money to pay
 - the purse was stolen and they didn't want to pay
- In the second story, what is the author's tone (基调 བརྗོད་ཀྱི་ཀླུ་ལས་)?
 - upset and righteously angry
 - matter-of-fact yet amused
 - mocking and cynical
 - afraid but brave
- The two stories describe very different events. Do you think both events should be considered history? Why or why not? (3 sentences)

Grammar: Modal Verbs Review and Expansion

We use modal verbs to describe possibility (it might snow), ability (I can sing), obligation (you must go to see the headmaster now!), permission (may I come in?) or advice (you should find a job)

ང་ཚོས་གཏན་འཁེལ་རང་བཞིན་གྱི་བྱ་ཆོག་བཀོལ་ནས་འབྲུང་མེད་པ་གསལ་བཤད་(ཁ་བ་འབབ་ངེས་རེད།)དང་། རུས་པ་(ངས་སྤྱི་ལོ་སྤྱོད་ཐུབ།) འགན་འཁུར་(ཁྱོད་ད་ངེས་པར་སོང་ལ་སློབ་གཙོ་ལ་ཐུག) ཆོག་མཆན་(ང་ནང་ལ་ཡོང་ན་ཨོ་ཆོག) སློབ་སྟོན་(ཁྱོད་ཀྱིས་བྱ་བ་ཞིག་བཅོལ་ན་འོས།)སོགས་ཀྱང་གསལ་བཤད་བྱས་ཆོག

List ten modal verbs below:

☐ Can

☐

☐

☐

☐

□ □ □ □ □

The simple present of modal verbs is modal + V (base form)

□ (must eat) _____

Exercise 1: Make sentences using the simple present of the modal verbs below

1. could/ask _____.
2. shouldn't/eat _____.
3. must/go _____.
4. can/run _____.
5. would/help _____.
6. may not/come _____.

The present continuous of modal verbs is modal + be + V-ing

- (should work) _____
- Tyler shouldn't be feeling angry at his girlfriend – this argument is his fault.
- Sarah lost her job - she must be having a difficult time right now.

Exercise 2: Complete the following sentences with modal verbs in the present simple or present continuous

1. I _____ (should/work) right now, but I would rather sleep.
2. How _____ (could/Jeffrey/feel) upset? He just won the race.
3. Tashi _____ (must/sleep) in his room – I haven't found him anywhere.
4. I _____ (might/walk) into town to go shopping later this afternoon – do you need anything?
5. Johnny _____ (may/herding) sheep on the mountainside, or he _____ (may/play) computer games in the internet bar. Either way his parents _____ (must/wonder) where he is.
6. I _____ (should/read) my English book, but I'm watching an American movie instead.
7. Lobsang _____ (might/sing) at the concert today.
8. Terry _____ (must/want) to eat dumplings with us today – it's too bad he's busy working.
9. She _____ (should/study) harder in school.
10. Ned _____ (must/worry) right now – his children have been lost in that snowstorm for hours!
11. You really _____ (should/do) your homework!
12. I _____ (might/play) basketball this afternoon, but only if I am finished studying.
13. You _____ (should/feel) ashamed right now!
14. Lobsang _____ (must/read) in the library right now if he's not in class.

Perfect modals are the PAST form of modals. You cannot say I should ate, you must say I should have eaten [modal + have + PP].

- ☐ Should have/ought to have: describes a good idea/suggestion in the past OR something that was nearly certain but didn't happen
 - She should have gone to the doctor, but she didn't.
 - She ought to have done well on the test – she studied for months!
- ☐ Shouldn't have/ought not to have: describes a bad idea/suggestion in the past, OR something that was nearly certain not to happen but did.
 - Tashi shouldn't have eaten so much yogurt – now he feels sick.
 - Drolma shouldn't have done so well on the test – she didn't study at all!
- ☐ Could have: describes a possibility OR a suggestion in the past
 - She could have gone to Labrang for the holiday, but she decided to stay home instead.
 - You could have prepared better for the picnic. We have so little food!
- ☐ Couldn't have: describes something that was impossible in the past
 - Ben couldn't have traveled from Zeku to Yushu in a day – it's too far!
- ☐ May have/might have: describes something that maybe happened in the past
 - She may have [might have] taken my pencil, but I don't really know.
- ☐ May not have/might not have: describes something that maybe didn't happen in the past
 - She may not have [might not have] eaten my tsamba. It might have been Joe instead.
- ☐ Must have: describes something that probably happened in the past
 - Tsering must have been sick yesterday – he didn't come to school.

Look at the last paragraph of the World War II reading above and underline all of the perfect modal verbs (example: should have eaten)

Exercise 3: Following the example, complete the dialogues with a partner (speaking)

A: Did Bob sleep well last night?

B: No, he didn't. He should have slept better.



1. Did you drive carefully on the road?
Drive more carefully



2. Did Peter do well on the test?
Study harder



3. Did Lucy and Ben finally visit Zeku?
Visit a long time ago



4. Did Tom dress warmly enough for Henan?
Wear more clothes



5. Did Ben pay back the money?
Pay back long ago



6.

Exercise 4: Following the example, complete the dialogues with a partner (speaking)

A: Tashi looks tired! He must have fallen asleep during lunch today.

B: I don't know – Tashi may/might have fallen asleep during lunch, but that doesn't usually make him so tired.



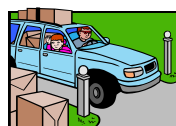
1. Karen looks tired!
Run fifteen kilometers



6. Rosemary and Lisa look upset!
Argue with the boss.



2. Mandela looks angry!
Have a fight with his girlfriend



7. Your children look sad!
Start school today.



3. Ben looks excited!
Win the basketball game



8. The teacher looks angry!
Found a lot of mistakes in our tests.



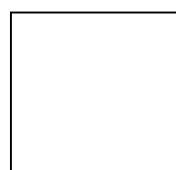
4. Matt looks sad!
Fail an exam today



9. You look tired!
Working very hard
(perfect continuous modal!)



5. President Obama looks scared!
Lose a political fight.



10.

Exercise 5: Complete the sentences below using perfect modal verbs

1. Tashi _____ (should/finish) his homework.
2. Maria _____ (ought to/help) her brothers to herd the yaks, but she was too lazy.
3. Yang _____ (could/win) the race, but she felt too tired to run fast.
4. You _____ (ought to/visit) me last week!
5. Gaia _____ (may/eat) the last Rebong pear, but I'm not sure.
6. Billy _____ (might/be) feeling angry, but you couldn't see it from his face.
7. Bob _____ (must/want) to meet Lobsang! It's too bad he's sick.
8. Nick _____ (shouldn't/fight) with his friends yesterday.
9. I _____ (couldn't/work) yesterday because I was sick.
10. Billy _____ (should/help) you fix your motorcycle, but he was too busy.

Exercise 6: Complete the sentences below using simple present, present continuous or perfect modal verbs

1. _____ (could/you/help) me with my math homework?
2. Sam _____ (must/feel) angry today – he did poorly on the test.
3. The children _____ (should/finish) their homework before class started.
4. You _____ (ought to/study) harder – the test is tomorrow!
5. Walt _____ (might/come) tomorrow, or he _____ (may/come) the day after.
6. He _____ (might/come) yesterday, but the road was closed because of snow.
7. Ned _____ (could/win) the race, but he fell before the finish.
8. Gina lost her job? She _____ (must/feel) terrible!
9. Aaron _____ (ought not to/play) tricks on his girlfriend so often – it makes her upset.
10. Ben _____ (can/speak) English very well.
11. Deb _____ (might/join) the army, but instead she decided to study literature at university.
12. The horse _____ (must/be) frightened if it ran away so fast.

Writing: Criminal

You are a criminal (罪犯 རྒྱལ་ཁྲིམ་པོ་ཅན།) in prison for stealing cars.

Write a letter to your parents telling them what you should/shouldn't have done, what you could have done better, or what you ought to have done, etc.



Grammar: Passive Modals

Exercise 1: Complete the table below

Active voice	Passive voice
Yang can help Billy. Yang can't help Billy.	Billy can be helped by Yang.
Yang should help Billy.	
They could help Billy.	
Yang would help Billy.	
Yang must help Billy.	
Yang ought to help Billy.	

Yang has to help Billy.	
Yang will help Billy.	
Yang is supposed to help Billy.	
Yang should have helped Billy.	Billy should have been helped by Yang.
Yang could have helped Billy.	
Yang ought to have helped Billy.	
Yang must have helped Billy.	

Exercise 2: Complete the dialogues by following the examples below (speaking)

A: Have you finished today's yak herding yet?

B: Not yet. I know today's yak herding should have been finished already, but I still need another hour.

A: That's OK, but I might have been told before. I've already made dinner for you.

B: That's too bad, but there was no way you could have been told – my cell phone must have been left at home.



1. Catherine, her homework, steal



5. Justin, his work at the shop, leave somewhere



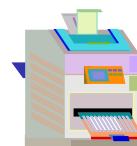
2. The children, the housework, lose



6. Lindsay and Jean, their naps, steal by some guy



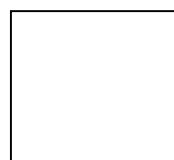
3. Jane, the proposal, misplace (lose)



7. Bob, the copies, leave in his room



4. Diane and John, their afternoon date, forget at school



8.

Exercise 3: Complete the following passive modal sentences. Remember: sentences describing the past require perfect modals [ex: should have been] except for would (as simple past of will) and could (as simple past of can)

1. The town could have been burned (could have/burn) by the soldiers in the war, but they didn't see it.

2. Good tsamba _____ (has to/make) by hand.

3. The piano _____ (must/always/play) carefully.
 4. I _____ (should/told) that we would have a holiday, but nobody let me know.
 5. Your homework _____ (must/finish) by Tuesday.
 6. Mr. Wang _____ (ought to/fire) soon! He's always been a terrible worker – he _____ (should never/give) this job.
 7. Casey _____ (might never/injure) if he hadn't tried to fight that man.
 8. The car _____ (can't/fix) – you'll have to buy a new one.
 9. This book _____ (should never/write) – it's terrible!
 10. This washing machine isn't working - it _____ (must/break)! Now, the clothes _____ (have to/wash) by hand.
 11. The phone _____ (must/damage) when it was dropped out of the window.
 12. This work _____ (should/finish) by now! Everything _____ (could/already/send) to the customer by now if you were finished!



Exercise 4: Passive Modals Cloze: Complete the story using passive modals (simple present or perfect).

In the summer of 1787, the founding fathers (开国者 རྒྱལ་ཁབ་འཛུགས་མཁན) of the United States met in the city of Philadelphia to write a constitution (宪法 རྒྱལ་ཁབ་ཀྱི་འཛུགས་ཁྲིམས་ཆེན་མོ་) for the new country. And when they entered the room, it must have been known (know) to everyone that one of the most difficult issues they would be discussing would be slavery (奴隶制 རྒྱལ་ཁབ་ཀྱི་འཛུགས་ཁྲིམས་ཆེན་མོ་).

At the time, the southern half of the country was made up of “slave states”, where men, women and children were taken from Africa and enslaved to white Americans. Meanwhile, the northern half of America was made up of “free states” where slavery was not allowed. But even in the “free states”, escaped (逃跑 ཐོན་པོ་) slaves

_____ (could/catch) by southern slave owners. If they were caught, the slaves _____ (would/beat) very harshly, and then _____ (would/take) back to their homes in the south for a life of enslavement. However, many people in the northern “free states” disagreed with southern slave owners, and thought that slavery _____

_____ (should/abolish, 废止 བཟུངས་ཅོལ་ཁྲིམས་ཆེན་མོ་) when America became independent in 1776. If America was to be a nation of freedom, they argued, slavery _____ (must/quickly/end).



At the meeting in 1787, some representatives (代表 མཚན་མེད) argued that slavery _____ (should/force) to end, while others said it _____ (should/allow) to continue. But though the arguments continued for weeks, an agreement _____ (couldn't/reach). Finally, the North and the South reached a compromise (妥协 འདྲུས་འབྲིག): slaves _____ (would/consider, 认为是 བསམ་ཚུལ།) 3/5 [three-fifths] of a person. This decision was written down in the American constitution, where it remains today.

Though Americans often worship the writers of the constitution, it _____ (should/acknowledge, 承认 མཁས་ལེན) that they made many mistakes. In a new nation based on freedom, slavery _____ (shouldn't/allow) to continue, and _____ (ought not to/write down) as law in the country's new constitution. If slavery had been ended then, much suffering and pain _____ (could/prevent, 防止, 阻止 བཀག་འགོག). The representatives at the convention simply _____ (should/never/permit) such institutionalized (制度化的 ལམ་ལུགས་ཅན་དུ་འགྱུར་བ) inequality in their new nation.

America has now had its first black president. But even today, a nation that is based (根基 མཛད་གཞི གཞི གཞི་འཛིན་ས) on ideas of freedom and equality still has, in its “sacred” constitution, the sentence that describes black slaves as 3/5 of a person. If anything, we _____ (should/remind) of the terrible history of American slavery whenever we see that sentence – and that such discrimination (歧视 ཉེ་མིང་། ཁུང་འཛིན) and abuse of a part of humanity _____ (must/always/remember).

Special Topic: Napoleon

Napoleon Bonaparte was born in the city of Ajaccio on Corsica, an island in the Mediterranean Sea (地中海 ས་དབུས་རྒྱ་མཚོ།) which belonged to France. His family was wealthy and was part of the Corsican nobility (贵族 སྤྱེད་པ།). Napoleon and his eight brothers and sisters were brought up by their mother, who was very strict.

When he was nine years old, Napoleon went to a military school in France. When he graduated, he went back to Corsica and became involved in (使参与, 插手 རྒྱལ་ས་པ།) politics and the military. Soon, the French Revolution began and Napoleon joined the army of the Republic (共和国 སྤྱི་མཐུན་རྒྱལ་ཁབ།) to fight against the king. He was successful, and was promoted (晋升 ཡར་ཐོན) to general (将军 དམག་དཔོན) in 1795.

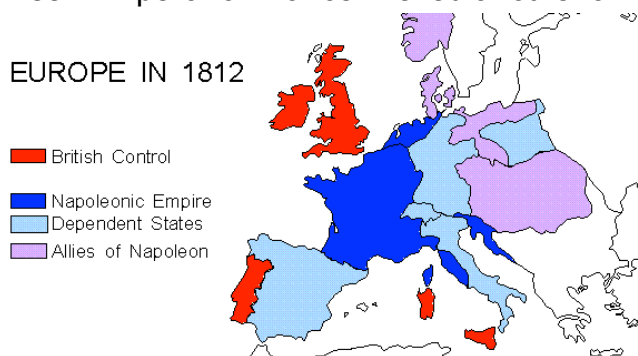
Napoleon led France to war in Italy, where he defeated several kingdoms and added them to France. Then in 1798, he went to Egypt to fight England there. Napoleon won an amazing victory (胜利 རྒྱལ་ཁ) where only 300 French soldiers died. Napoleon



came back to France to find the government corrupt, bankrupt (破产的 མ་ཅུ་དྲིབ་པ) and unpopular. With friends, he soon overthrew (推翻 གྲོ་ནས་འབེབས་པ) the government and became the First Consul of France.

Napoleon did many things to modernize and reform (改革 བཅོས་བསྐྱར) France. He reorganized the government, made justice simpler, and reformed the economy. He also put all schools under government control. Most famously, he made a new system of laws, the Napoleonic Code. The Code gave people many rights that they fought for in the French Revolution, such as the equality of all people under the law and freedom of religion. However, women were not considered equal to men. Nevertheless, these reforms made Napoleon very popular in France.

In 1804, a plot (密谋) to kill Napoleon was discovered, and Napoleon decided to declare himself Emperor of France. He led another army to Italy and also declared himself King of Italy in



1805. Napoleon soon decided he wanted to become the Emperor of Europe, and started wars against Austria, Germany and other countries. He wasn't defeated until he attacked Russia in 1812. Napoleon was very successful in Russia, but his army had difficulty finding food. Soon it was winter, and the Russians attacked. With no food and freezing to death, Napoleon and his army had to go back to France. He was defeated by England, Russia and Germany in 1814.

After this defeat, Napoleon was exiled (流亡 འཁྱམ་པ) to Elba, a small island in the middle of the Mediterranean Sea. However, a year later he escaped and came back to France. He became the Emperor of France again for 100 days, until he was defeated by England at the Battle of Waterloo. He was then exiled again to a small island in the southern Atlantic Ocean, very far from Europe. He lived on this island until he died in 1821 of cancer.

Napoleon is still one of the more controversial (有争议的 མཐོང་སྐྱེད་ཡོད་པ) people in European history. Some people remember him as a terrible tyrant (暴君 དཔོན་ངན་གཏུམ་བླག་ཅན།) who was too proud and ambitious for his own good. His ambitions to rule Europe started wars and killed many people. But others, mainly in France, see him as a hero. Not only was he a military genius (天才 འབྱོར་ཐང་།), but he also made many reforms to improve the lives of all French people. And he still has a strong influence on France and Europe in many ways. For example, the French Constitution (宪法 རྒྱུ་ཁྲིམས) still includes much of the Napoleonic Code.

So was Napoleon a glorious hero, a terrible tyrant, or something else? The argument continues; who he was is for you to decide!

Reading Comprehension Questions

- Which of the following is true about Napoleon?
 - he won every battle
 - he didn't conquer Italy
 - he was born in France
 - he wanted everyone to follow his religion
- Which of the following is false about Napoleon?
 - he had eight siblings
 - he advocated equality for men and women
 - he had great ambitions
 - he centralized control of the schools
- Which of the following is NOT in the Napoleonic Code?
 - the equality of all under the law
 - the freedom to believe in Buddhism, Christianity, Judaism, Islam or other religions
 - the nobility don't have special privileges (优惠 བཟང་ཆ) under the law
 - the freedom to do whatever you want
- What was NOT a reason Napoleon lost his war with Russia?
 - limited food
 - the attack of England, Russia and Germany at the same time

c. attacking Russian soldiers d. the weather

5. What do you think about Napoleon? Was he a hero, a tyrant or something else?

Cloze 1: The True Story of Treasure Island (2009 全国 1)

It was always thought that Treasure Island was the product of Robert Louis Stevenson's imagination. 1, recent research has found the true story of this exciting work.

Stevenson, a Scotsman, had lived 2 for many years. In 1881 he returned to Scotland for a 3. With him were his American wife Fanny and his son 4.

Each morning Stevenson would take them out for a long 5 over the hills. They had been 6 this for several days before the weather suddenly took a turn for the worse. Kept indoors by the heavy rain, Lloyd felt the day 7. To keep the boy happy, Robert asked the boy to do some 8.

One morning, the boy came to Robert with a beautiful map of an island. Robert 9 that the boy had drawn a large cross in the middle of 10. "What's that?" he asked, "That's the 11 treasure," said the boy. Robert suddenly 12 something of an adventure story in the boy's 13. While the rain was pouring Robert sat down by the fire to write a story. He would make the 14 a twelve-year-old boy just like Lloyd. But who would be the pirate (海盗)?

Robert had a good friend named Henley, who walked around with the 15 of a wooden leg. Robert had always wanted to 16 such a man in a story. 17 Long John Silver the pirate with a wooden leg, was 18.

So thanks to a 19 September in Scotland, a friend with a wooden leg and the imagination of a twelve-year-old boy, we have one of the greatest 20 stories in the English language.

- | | | | |
|------------------|--------------|---------------|---------------|
| 1. A. However | B. Therefore | C. Besides | D. Finally |
| 2. A. alone | B. next door | C. at home | D. abroad |
| 3. A. meeting | B. story | C. holiday | D. job |
| 4. A. Lloyd | B. Robert | C. Henley | D. John |
| 5. A. talk | B. rest | C. walk | D. game |
| 6. A. attempting | B. missing | C. planning | D. enjoying |
| 7. A. quiet | B. dull | C. busy | D. cold |
| 8. A. cleaning | B. writing | C. drawing | D. exercising |
| 9. A. doubted | B. noticed | C. decided | D. recognized |
| 10. A. the sea | B. the house | C. Scotland | D. the island |
| 11. A. forgotten | B. buried | C. discovered | D. unexpected |
| 12. A. saw | B. drew | C. made | D. learned |
| 13. A. book | B. reply | C. picture | D. mind |
| 14. A. star | B. hero | C. writer | D. child |
| 15. A. help | B. problem | C. use | D. bottom |
| 16. A. praise | B. produce | C. include | D. accept |
| 17. A. Yet | B. Also | C. But | D. Thus |
| 18. A. read | B. born | C. hired | D. written |
| 19. A. rainy | B. sunny | C. cool | D. wind |
| 20. A. news | B. love | C. real-life | D. adventure |

Test Reading 1 (2011 湖南)

My father was Chief engineer of merchant ship, which was sunk in World War II. The book *Night of the U-boats* told the story.

Memories

In September, 1940, my mother, sister and I went to Swansea, where my father's ship was getting ready to sail. We brought him a family photograph to be kept with him at all times and keep him safe.

Then I remember my mother lying face down, sobbing. She had heard from a friend that the ship had been sunk by a torpedo (鱼雷).

I can remember the arrival of the telegram (电报), which in those days always brought bad news. My grandmother opened it. It read, "Safe, Love Ted."

My most vivid memory is being woken and brought down to sit on my father's knee, his arm in a bandage.

He was judged unfit to return to sea and took a shore job in Glasgow for the rest of the war. For as long as I can remember, he had a weak heart. Mother said it was caused by the torpedoes. He said it was because of the cigarettes. Whichever, he died suddenly in his early 50s.

Ten years later I read *Night of the U-boats* and was able to complete the story.

Torpedo

One torpedo struck the ship. Father was in the engine room, where the third engineer was killed. He shut down the engines to slow the ship making it easier for it to be abandoned.

By the time he got on deck (甲板) he was alone. Every lifeboat was gone except one which had stuck fast. When he tried to cut it free, it swung against the ship, injuring his hand and arm. He had no choice but to jump — still with the photograph in his pocket.

Three days later, he and other survivors were safe in Glasgow. All 23 with him signed the back of the photograph.

A Toast

In my room is the book and the photograph. Often, glass in hand, I have wondered how I would have dealt with an explosion, a sinking ship, a jump into a vast ocean and a wait for rescue? Lest (以免) we forget, I have some more whisky and toast the heroes of the war.

1. We can infer that the mother and children went to Swansea _____.

- | | |
|---------------------------|-------------------------------------|
| A. to meet a friend | B. to see the father off |
| C. to take a family photo | D. to enjoy the sailing of the ship |

2. What did the author learn about the father from the telegram?

- | | |
|----------------------------|-------------------------------|
| A. He was still alive. | B. His knee was broken. |
| C. His ship had been sunk. | D. He had arrived in Glasgow. |

3. The underlined word "it" in Paragraph 6 refers to the father's _____.

- | | |
|-----------------------------|-------------------------------|
| A. weak heart | B. taking a shore job |
| C. failure to return to sea | D. injury caused by a torpedo |

4. What can we know about the author's father after his ship was attacked?

- | | |
|-----------------------------------|---------------------------------------|
| A. He lost his arm | B. He repaired the engines. |
| C. He managed to take a lifeboat. | D. He was the last to leave the ship. |

5. What is the message mainly about?

- | | |
|--|---|
| A. A group of forgotten heroes | B. A book describing a terrifying battle. |
| C. A ship engineer's wartime experience. | D. A merchant's memories of a sea rescue. |

Test Reading 2 (2009 湖南黄冈 3 月质检)

One stormy night many years ago, an elderly man and his wife entered the hall of a small hotel in Philadelphia. Trying to get out of the rain, they came to the front desk hoping to get some shelter for the night.

"Could you possibly give us a room here?" the husband asked.

The clerk, a friendly man with a winning smile, looked at the couple and explained that there were three conventions in town. "All of our rooms are taken," the clerk said. "But I can't send a nice couple like you out into the rain at one o'clock in the morning. Would you perhaps be willing to sleep in my room? It's not exactly a suite, but it will be good enough to make you folks comfortable for the night."

When the couple declined, the young man pressed on. "Don't worry about me; I'll make out just fine," the clerk told them. So the couple agreed.

As he paid his bill the next morning, the elderly man said to the clerk, "You are the kind of manager who should be the boss of the best hotel in the United States. Maybe someday I'll build one for you." The clerk looked at them and smiled. The three of them had a good laugh. As they drove away, the elderly couple agreed that the helpful clerk was indeed exceptional, as finding people who are both friendly and helpful isn't easy.

Two years passed. The clerk had almost forgotten the incident when he received a letter from the old man. It recalled that stormy night and enclosed a round-trip ticket to New York, asking the young man to pay them a visit.

The old man met him in New York, and led him to the corner of Fifth Avenue and 34th street. He then pointed to a great new building there, a pale reddish stone, with turrets and watchtowers thrusting up to the sky. "That," said the older man, "is the hotel I have just built for you to manage." "You must be joking," the young man said. "I can assure you I am not," said the older man, a sly smile playing around his mouth.

The older man's name was William Waldorf Astor, and that magnificent structure was the original Waldorf—Astoria Hotel. The young clerk who became its first manager was George C. Boldt. This young clerk never foresaw the turn of events that would lead him to become the manager of one of the world's most glamorous hotels.

1. The purpose of the author by writing this story is to _____.
 A. give people a good laugh
 B. cover some facts
 C. promote the business of the Waldorf-Astoria Hotel
 D. deliver a lesson
2. Which of the following statements about the story is NOT true?
 A. The story took place at about one a.m.
 B. The old couple was too poor to afford a luxurious room.
 C. The clerk was willing to help those in need.
 D. The clerk received an unexpected invitation from the old man.
3. The underlined word "conventions" in Paragraph 3 can be replaced by "_____".
 A. rooms
 B. suites
 C. meetings
 D. hotels
4. Which of the following proverbs suits the story the best?
 A. Every little thing helps.
 B. Make hay while the sun shines.
 C. Man proposes; God disposes (处理, 决定).
 D. One good turn deserves another.

Test Reading 3 (2009 四川成都二次诊断)

People have been painting pictures for at least 30,000 years. The earliest pictures were painted by people who hunted animals. They used to paint pictures of the animals they wanted to catch and kill. Pictures of this kind have been found on the walls of caves in France and Spain. No one knows why they were painted there. Perhaps the painters thought that their pictures would help them to catch these animals. Or perhaps human beings have always wanted to tell stories in pictures.

About 5,000 years ago, the Egyptians and other people in the Near East began to use pictures as kind of writing. They drew simple pictures of signs to represent things and ideas, and also to represent the sounds of their language. The signs these people used became a kind of alphabet.

The Egyptians used to record information and to tell stories by putting writing and pictures together. When an important person died, scenes and stories from his life were painted and

carved on the walls of the place where he was buried. Some of these pictures are like modern comic strip stories. It has been said that Egypt is the home of the comic strip. But, for the Egyptians, pictures still had magic power. So they did not try to make their way of writing simple. The ordinary people could not understand it.

By the year 1,000 BC, people who lived in the area around the Mediterranean Sea had developed a simpler system of writing. The signs they used were very easy to write, and there were fewer of them than in the Egyptian system. This was because each sign, or letter, represented only one sound in their language. The Greeks developed this system and formed the letters of the Greek alphabet. The Romans copied the idea, and the Roman alphabet is now used all over the world.

These days, we can write down a story or record information without using pictures. But we still need pictures of all kinds: drawing, photographs, signs and diagrams. We find them everywhere: in books and newspapers, in the street, and on the walls of the places where we live and work. Pictures help us to understand and remember things more easily, and they can make a story much more interesting.

1. Pictures of animals were painted on the walls of caves in France and Spain because _____.
 A. the hunters wanted to see the pictures B. the painters were animal lovers
 C. the painters wanted to show imagination D. the pictures were thought to be helpful
2. The Greek alphabet was simpler than the Egyptian system for all the following reasons EXCEPT that _____.
 A. the former was easy to write B. there were fewer signs in the former
 C. the former was easy to pronounce D. each sign stood for only one sound
3. Which of the following statements is true?
 A. The Egyptian signs later became a particular alphabet.
 B. The Egyptians liked to write comic strip stories.
 C. The Roman alphabet was developed from the Egyptian one.
 D. The Greeks copied their writing system from the Egyptians.
4. In the last paragraph, the author thinks that pictures _____.
 A. should be made comprehensible B. should be made interesting
 C. are of much use in our life D. have disappeared from our life

Test Reading 4 (2011 安徽)

Think about the different ways that people use the wind. You can use it to fly a kite or to sail a boat. Wind is one of our cleanest and richest power sources (来源), as well as one of the oldest. Evidence shows that windmills (风车) began to be used in ancient Iran back in the seventh century BC. They were first introduced to Europe during the 1100s, when armies returned from the Middle East with knowledge of using wind power.

For many centuries, people used windmills to grind (磨碎) wheat into flour or pump water from deep underground. When electricity was discovered in the late 1800s, people living in remote areas began to use them to produce electricity. This allowed them to have electric lights and radio. However, by the 1940s, when electricity was available to people in almost all areas of the United States, windmills were rarely used.

During the 1970s, people started becoming concerned about the pollution that is created when coal and gas are burned to produce electricity. People also realized that the supply of coal and gas would not last forever. Then, wind was rediscovered, though it means higher costs. Today, there is a global movement to supply more and more of our electricity through the use of wind.

1. From the text we know that windmills...
 A. were invented by European armies
 B. have a history of more than 2800 years

- C. used to supply power to radio in remote areas
 D. have rarely been used since electricity was discovered
2. What was a new use for wind power in the late 19th century?
 A. Sailing a boat. B. Producing electricity.
 C. Grinding wheat into flour. D. Pumping water from underground.
3. One of the reasons wind was rediscovered in the 1970s is that _____.
 A. wind power is cleaner B. it is one of the oldest power sources
 C. it was cheaper to create energy from wind D. the supply of coal and gas failed to meet needs
4. What would the author probably discuss in the paragraph that follows?
 A. The advantage of wind power.
 B. The design of wind power plants.
 C. The worldwide movement to save energy.
 D. The global trend towards producing power from wind.

Test Writing 1

You are 李华 (of course). Write a letter to your girlfriend/boyfriend apologizing for missing your date last weekend. Tell her why three reasons you couldn't come, and what you should have done (100 words). The beginning has been finished for you.

Dear Drolma/Tashi,

I'm so sorry that I missed our date last weekend. _____

Love,
 Li Hua

Test Writing 2 (2011 四川省绵阳市第二次诊断)

你的朋友魏东获得了一笔到美国留学一年的奖学金。他去的那所学校碰巧有你一位好朋友 Dick。你写信把魏东介绍给 Dick，希望他能帮助、照顾魏东，愿他们也成为好朋友。

- 注意：1. 词数 100 左右；
 2. 可以适当增加细节，以使行文连贯，意义完整。
 3. 开头语已为你写好。

Dear Dick,

One of my best friends Wei Dong has just won a scholarship to study for one year in the United States. _____

Yours,
 Li Hua